Educ

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Grade Work

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Teachers Monographs

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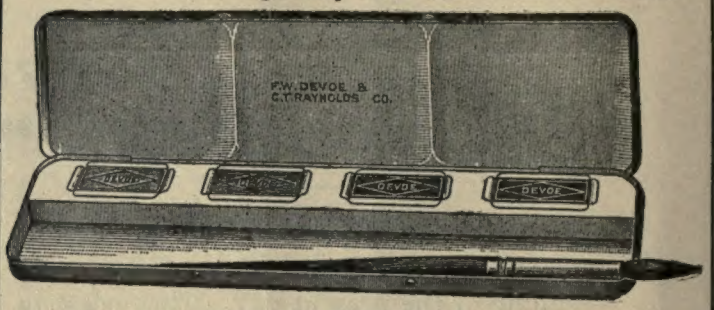

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Teachers Monographs
Plans and Detail of Grade Work

VOLUME 28 MAY, 1921 No. 4

LANGUAGE--FIRST YEAR

Conversation on "The Cat."
How many children have cats at home?
How big is your cat?
Was it always that size?
What kind of coat has pussy?
What is the hard part you feel on the cat's back?
When you look at the cat's face, what do you see?
When can the cat see best? Why?
What good are the cat's whiskers?

Reading to children for reproduction.

CINDERELLA.

Once a woman had two daughters and one stepdaughter. Her two daughters were proud and selfish. Her stepdaughter was good and lovely, but the woman was not kind to her. She made her do all the hard work and sleep on a poor, hard bed in the garret. The woman gave her daughters the finest rooms in the house. They called this poor girl Cinderella. Cinderella, even in her poor old dress, was much prettier than her two sisters.

The prince gave a ball and invited all the great people to come. The two sisters were invited, but Cinderella was not invited. The sisters were busy with plans for beautiful dresses and Cinderella helped them. One daughter said, "I will wear a dress with flowers of gold." The other daughter said, "I will wear my red velvet gown." Then one of the daughters turned to Cinderella and said, "Would you not be glad to go to the ball?"

Cinderella answered, "You would only laugh at me. It is not for me to go to the ball."

They said, "You are right, Cinderella, it would make people laugh to see a cinder girl at a ball."

The sisters went to the great ball. When they were gone, Cinderella began to cry. Her godmother, who saw her, said, "What is the matter?"

Cinderella said, "I wish I could go to the ball."

Her godmother—a good fairy—said, "Be a good girl and I will see what I can do for you. Run into the garden and get me a big pumpkin." The fairy took out the inside of it and then touched it with her wand. It turned into a fine coach of gold. She next found six mice. She gave each mouse a little touch and it turned into a beautiful gray horse. Then she found a big rat. She touched him and he turned into a fine coachman. She found six lizards in the garden and turned them into six footmen. The fairy touched Cinderella's poor dress and it became a beautiful dress of fine silver and gold. Then she gave Cinderella two pretty glass slippers and said, "Now you may go, but you must be home at midnight. If you stay after midnight, you will have no coach, no coachman, no horses, no footmen, and no beautiful dress." Away rode Cinderella to the ball.

When the prince was told that a beautiful princess had come, he ran out at once to meet her. He led her into the hall. The music stopped and the people left off dancing. Everyone looked at the princess. She was very beautiful. The prince invited her to dance with him. Prettier dancing never was seen. Soon the princess sat down beside her two sisters. She was very kind to them.

By and by the clock began to strike twelve. Cinderella glided from the hall and the prince started to go, too. Cinderelle ran so fast she lost one of her glass slippers. The prince stopped and picked it up. At last, Cinderella was home. She was in her old dress.

The prince said he would marry the lady whose foot the glass slipper would just fit. Every lady tried to put a foot into the slipper. But it did not fit anyone. "Let me try it," said Cinderella. Cinderella sat down and put her little foot right into the slipper. The sisters thought this very strange. Just then the fairy came in and touched Cinderella and her dress grew more beautiful than it had been before. The sisters knelt to Cinderella and were sorry they had been unkind. Cinderella kissed them and said she wished they would always love her.

She was taken to the prince and he thought her more beautiful than ever and soon after they were married.

LITTLE TUPPEN.

(The following story is an excellent one to tell children and to ask them to illustrate the different episodes on the blackboard or on paper. This story is selected from the newly revised Primer of the Baker-Carpenter-Dunn Language Series Readers, published by The Macmillan Co.)

Once upon a time Hen Len and her little chick Tuppen were down under the blackberry bushes, scratching for their breakfast. Little Tuppen found a big, big blackberry, and she tried to eat it. But the blackberry stuck in her throat and choked her so that she rolled over on her back with her feet in the air.

"Water, water, I must get her some water!" cried Hen Len, and away she ran to the spring.

"Oh, good spring," she said, "pray, give me some water for my little chick Tuppen, who lies choked with a blackberry, with her feet in the air." "Bring me a cup," said the spring. "Only bring me a cup, and I shall be glad to give you some water."

So away ran Hen Len to the oak tree. "Oh, dear good oak tree," she said, "pray, give me a cup. I will take the cup to the spring, who will give me some water for my little chick Tuppen, who lies choked with a blackberry, with her feet in the air." "Just get some one to shake me," said the oak tree, "and shall be glad to give you a cup."

Then away ran Hen Len to the farmer. "Oh, dear, good, kind farmer," she said, "pray, shake the oak tree for me. Then the oak tree will give me a cup. I will take the cup to the spring, the spring will give me some water, and I will take the water to my chick Tuppen, who lies choked with a blackberry, with her feet in the air." "Lay me a round white egg," said the farmer, "and I will shake the oak tree for you."

Then Hen Len found a nest as quickly as she could, and

laid a round white egg for the farmer. And when she ran and gave the egg to the farmer, the farmer shook the oak tree, the oak tree threw down an acorn, Hen Len ran with the acorn to the spring, the spring gave her some water, and Hen Len ran as fast as she could to where Little Tuppen lay, choked with a blackberry, with her feet in the air. Then Little Tuppen drank the water, down slipped the blackberry, and up she hopped on her two feet as well as ever.

Oral Reproduction.

Little Boy Blue.

Little Boy Blue had a tin dog and a soldier. He kissed them one night and went to bed. He told them to be good and stand still till he came again. Little Boy Blue never came back. An angel took him away.

Dramatization.

The Cat and the Birds.

Cat.—How I wish I had one of those nice fat birds for my dinner.

Neighbor.—Mr. Cat, do you know that one of the birds in that bird house is ill?

Cat.—Now is my time. I will get a bird to eat today.

Neighbor.—How shall you get the bird?

Cat.—I shall put on a tall hat, and a coat, and I shall carry my cane in one hand and a box of pills in the other.

Neighbor.—And then?

Cat.—Just come along and see what happens.

Neighbor.—There is the bird house. Rap at the door.

Old Bird.—Who is there?

Cat.—It is I, the doctor. I have brought you some pills to make you well. Open the door.

Old Bird.—Your words are like those of the doctor. Your hat, coat, cane, and pills are like his, too. But your paws are those of a cat. Go away.

First Bird.—Let's fly out and peck at his eyes.

Old Bird.—Yes, and at his ears, too.

Other Birds.—We tore Mr. Cat's coat, and he lost his pills and his hat.

All the Birds.—Ha! ha! I guess, he has had a good lesson.

Oral Reproduction.

Two Little Mice.

Two little mice went into the kitchen to find something to eat. "Oh! look," said one of them. "There is some cheese in that little wire house. Let us go in and get it." They both ran in. Down came the door and the silly mice were caught in the trap.

Dramatization.

The Tortoise and the Eagle.

Tortoise.—Oh, how I wish I could fly like that eagle. Dear eagle, please teach me how to fly.

Eagle.—You could never fly. Don't be so foolish.

Tortoise.—Oh, eagle, I beg of you, I want to fly so much.

Eagle.—Very well, I must seize you in my claws and take you very high up in the air.

Tortoise.—Hold tight to me.

Eagle.—You wanted to know how to fly. Now I shall let go of you.

Tortoise.—Oh! oh! oh!

Eagle.—Just see that tortoise. He hit a stone and is dead. He should have done as I told him, and this would not have happened.

Memory Work.

A Kind Boy.

Charlie went coasting with his sled one morning. He met a little girl who was carrying a basket. He told her to put the basket on the sled, and to get on herself. Then he pulled her to her home. He missed a sleigh ride, but he felt happy.

Dramatization.

The Little Fish.

Fisherman.—Well, well, only one little fish!

Fish.—Please, let me go, Sir! I am so small!

Fisherman.—Yes, you are small, but I can eat you.

Fish.—I am too small to eat. Wait till I am larger, sir.

Fisherman.—You would make a larger dinner then. That is true.

Fish.—Yes, and you could catch me again and invite your friends to dinner.

Fisherman.—No, no, little fish. I have you, and I will keep you. A fish in my net is worth two in the pond.

Oral Reproduction.

The Mouse's Escape.

A little gray mouse lived in a hole in the kitches closet. One day she smelled some cheese. "How good it smells," said she. She peeped out to see whether Tom, the cat, was in the kitchen. Out she stole, sniffed about and stole the cheese. Just as she began to nibble it, along came Tom. The little mouse ran back into her safe hole.

Dramatization.

The Donkey and the Mule.

Master.—Here, you donkey, carry this load, and you, mule, carry this one.

Donkey.—I cannot carry this load up the mountain. Please, help me, mule.

Mule.—I have my own load to carry. I can't help you. Be quiet.

Master.—Ah! the donkey has fallen and is dead. Now, mule, you must carry both the donkey and his load.

Mule.—It serves me right. If I had helped the donkey, I would not be carrying this heavy burden now.

Oral Reproduction.

The Bee and the Pigeon.

A bee fell into a brook. A pigeon was sitting on a limb of a tree. She saw the bee and dropped a leaf into the brook. The bee swam to it and so was saved. The pigeon saved the bee's life.

Dramatization.

The Rabbits Who Went Out to See the World.

First Rabbit.—Let us go out to see the world, brother.

Second Rabbit.—A fine idea. How fresh and green the grass is!

First Rabbit.—Ah! The world was made for us. It is nothing but a big cabbage leaf. Let us taste it.

Dog.—Bow-wow, bow-wow.

First Rabbit.—Oh my, the world must belong to him. Let him have it.

Second Rabbit.—Yes, and we'll run back to our hutch where we can eat cabbage leaves in safety.

Reproduction Story.

How the Turtle Got His Dinner.

A small black turtle wanted his dinner. He drew in his head and watched. A fly buzzed by, singing. Snap! out came the turtle's head. The turtle was eating the fly for dinner. That day he had foolish flies for dinner, who didn't know the turtle had a head.

Dramatization.

The Conceited Grasshopper.

Grasshopper.—I can jump higher than anyone in this field.

Rooster.—Let me see you jump then. I've never seen grasshoppers jump very high before.

Grasshopper. Just watch me. Here I go. Ready!

Rooster.—Ha! ha! That certainly was a conceited grasshopper. But he cannit boast any more. He jumped right into my mouth, and tasted good, too.

Conversation Lesson —Horse.

Have a large picture. What animal is this? What color is it? Tell me about the shape of the horse's head. What is on the horse's neck? (Mane.) On the feet? (Shoes.) Who put the shoes on? (Blacksmith.) What can the horse do? (Neigh and snort, gallop and trot, draw carriages.) What do horses eat? (Oats, hay.) Did you ever feed a horse a lump of sugar? Did he like it? Where is his home? (In a stable.) Where does he sleep? (In a stall.)

Oral Reproduction.

The Blind Man and the Lame Man.

A blind man was going down the road. He met a lame man. They were both trying to go to town. "Let us help each other," said the blind man. "I will carry you if you will tell me which way to go." "Good," replied the lame man, "I will be eyes for you if you will be feet for me." By helping each other they came safely to town.

Who was going down the road? Whom did he meet? Where were they both trying to go? What did the blind man say? What did the lame man reply? By helping each other, where did they safely come?

What Happened to the Stocking.

Mabel had been taught to darn stockings very carefully. Many a time her mother said to her, "You should darn not only the holes, but also the thin places.

One day Mabel was in a hurry. She wanted to go out to play. When she came to the last stocking she found no holes in it, but saw that it was worn very thin on the knee.

"Never mind, it hasn't any real holes in it," she said: "I'll let it go this time." And quickly rolling it up with its mate, she threw it into her bureau drawer and ran out to play.

It happened that Mabel did not need that stocking for a long time. In fact, it was Christmas Eve when she took it from the drawer. By this time she had forgotten all about it, and when she drew out a stocking for Santa Claus to fill with gifts, she did not know it was that particular one. Laughing with the other children, she put the pin right through the thin place and fastened it to the mantel lambrequin.

Now there were many presents put in Mabel's stocking that night—a silver watch, a blue china vase, a fountain pen, a pair of white satin party slippers and a box of fresh chocolate cream drops on top. These made the stocking pretty heavy, and before the night was over the thin place gave way and the whole thing fell with a bump on the hearthstone.

When Mabel looked at her stocking in the morning, she could not help crying. The watch was stopped and it had a bad dent in the back. The vase was broken to bits. The fountain pen, which had turned upside down was leaking ink all over the white satin slippers—a sight to be seen! The fresh chocolate creams that had been on top were tumbled and mashed all over the hearth.

"What could have made the stocking fall!" exclaimed Mabel's mother.

"Oh! I remember now!" sobbed Mabel. "It had a thin place on the knee, that I neglected to darn!"

Questions.

How did Mabel's mother teach her to darn stockings? What happened one day? When she found that the stocking had no holes but a worn place at the knee what did she do? When did Mabel use that stocking again? Did she remember about the thin place? What did she do with the stocking? What was put in Mabel's stocking. What happened to all the things? How did Mabel feel the next morning when she saw the mess? What did her mother say? What did Mabel answer?

The Cow That Lost Her Tail.

There was once a cow who lost her tail. In former days she had thought but little of her tail, but when the cow found that her tail was actually gone, she began to miss it greatly, and to regret its loss very much.

In the hot summer days, when the cattle collected around the trees to stand under the shade, the flies came buzzing about as usual annoying the poor creatures as much as they could. But our poor cow was helpless and the flies drove her nearly wild. Then when the animals were tired of standing still, and galloped to the pond, with their tails stretched out at full length, our poor cow galloped, too, but she looked very ridiculous without a tail. In the pond, too, it was no better; the flies were more troublesome than ever there, and the other cows would never leave off laughing.

Not being able to endure this any longer she decided to seek the assistance of a kind-hearted farrier, who lived near. He said he would provide the cow with a new tail, in exchange for a pint of milk daily for a week. He fastened a tail of thick plaited straw to the cows back. The cow returned to her friends proud and happy, but once, as she was lashing her sides near to a thick hedge, her tail caught in a bramble, which tore out the straws when she moved on and in a short time she was tailless and miserable as ever.

Again she went to the farrier. This time he furnished her with a clay tail.

The cow returned again to her friends with joy. But one afternoon, when they were out in the meadow a storm came on, and the rain softened the hard clay. She went again to the farrier. This time he furnished her with an iron tail, but the weight of it was too much for her so she went to the farrier again who gave her a tail of twisted hay, but this did not last long as a hungry horse seeing the hay soon made a feast of it. The farrier then gave her an india-rubber tail, but this one soon suffered the same fate for the rats had made a meal of it

She then turned to Jessie, the donkey, for help. The donkey advised her not to wear anything which was not her own but have the stump of her tail treated. When the poor cow returned to her friends, wearing nothing which did not belong to her their ridicule turned to pity. The tail began to grow and in a few months she had as good a tail as any of her neighbors.

THE LION AND THE MOUSE.

One day a lion was fast asleep in the woods. A little mouse was playing near the lion. He ran over one of the lion's paws. Then the lion put out his big paw. He caught the poor, little mouse.

"Oh, let me go! Please let me go! Do not kill me! If you will let me go, perhaps I can do something for you some day."

The lion said, "Ho! Ho! The idea of a little mouse doing something for me! Well, you may go." And he let the mouse run off.

Not long after this, the lion was caught in a net which the hunters had put in the woods. The little mouse heard the cry of the lion and came running to him. He began to bit the ropes and one after another the great ropes broke.

Soon the lion jumped up on his feet and the lion and the mouse were happy as they ran away.

Ethical lesson. Teacher tells the pupils the story of "The Boy and the Sparrows."

THE BOY AND THE SPARROWS.

Once a boy found a nest with young sparrows in it. He put them into his hat and pulled it down over his head. He thought that no one would know what was in it.

As he walked through the streets he did not raise his hat to anyone. This made people who knew him wonder, for he was usually a very polite boy. One man said, "Let us see if his hat has grown to his head." He pulled the boy's hat off, and away flew the sparrows.

Since then if a boy does not tip his hat to ladies they say, "He must have sparrows in his hat."

Why did the lady think the little boy had sparrows in his hat?

To be a very polite boy what should he do when he meets his superiors or his elders or ladies he is acquainted with?

LITTLE RED RIDING HOOD.

"Little Red Riding Hood" was so called because her grandma made for her a pretty red hood.

One day her mother made some butter and cake. She put them into a basket and sent Red Riding Hood to her Grandma. Her Grandma lived by the mill the other side of the wood.

Red Riding Hood started toward the wood. Here she met a wolf. The wolf asked, "Where are you going?"

"I am going to see Grandma. I have some cake and butter for her," said Red Riding Hood.

"Where does your Grandma live?" said the wolf.

"Grandma lives in a little white house on the other side of the wood," she said.

Away ran the wolf through the woods. Then he knocked again and again. No one came to the door, so he walked into the house. He put on Grandma's cap and got into her bed and waited for Red Riding Hood.

By and by Red Riding Hood came and knocked at the door. "Who is there?" said the wolf. He tried to speak like Grandma. "Come in," said the wolf.

" I have some butter and cake for you," said Little Red Riding Hood.

"Put them on the table," he said. "Then come and kiss me."

Red Riding Hood put the basket on the table and walked up to the side of the bed.

"Oh, Grandma, what long arms you have!"

"The better to hug you," said the wolf.

"What long ears you have, Grandma!"

"The better to hear you, my dear."

"But what big eyes you have, Grandma!"

"The better to see you," said the wolf.

"But what big teeth you have, Grandma!"

"The better to eat you, my dear."

The wolf was going to jump at Little Red Riding Hood when a hunter came in at the door and killed the wolf.

Then he took Red Riding Hood home to her mamma.

Oral reproduction story.

THE CROW AND THE PITCHER.

A crow saw a pitcher with some water in it. He wanted to take a drink. The water was at the bottom of the pitcher. The crow threw some pebbles into the pitcher. This brought the water to the top. Then the crow took a drink.

What did the crow see? What was in the pitcher? What did the crow want? Where was the water? What did the crow throw into the pitcher? What happened to the water? What did the crow take? Who can tell me the whole story?

Dramatization.

THE CRANE AND THE FARMER.

Farmer—"It is now spring. I shall sow my field."

Crows—"See the seeds in the field. Let us pick them."

Farmer—"I think I'll spread a net here to catch the bad crows."

"Oh! my! we are caught in the net."

Crane—"Yes, and I'm caught, too. Oh, farmer, I am not a crow. I am a good bird. Please let me go. Do not kill me."

Farmer—"Ha! Ha! If you go with those who are wicked everybody will think you are wicked, too. You must die with your friend."

Reading to Pupils.

TWO MEN AND A BEAR.

As two men were going along the road one day they met a black bear.

One of the men was very quick, and as soon as he saw the bear he ran and got up in a tree.

The other man could not run fast. He was frightened, too. He knew the bear could catch him if he ran, so he did not run. He had heard it said that a bear will not eat a dead body. So he lay down on the ground as if he were dead.

The bear come up and put his nose to the man's head, face and ears. The man did not move. He lay still as if dead. The bear did not hurt him and soon went away.

When the bear had gone the man in the tree came down and asked: "What did the bear say to you? I saw him put his mouth to your ear, but I could not hear what he said."

The other man replied: "The bear said very little. He just told me not to go with a man who would run away and not help a friend who was in trouble."

THE BOY AND THE NUTS.

A boy put his hand into a jar of nuts. He grasped so many that there was no room for his hand to come out. He began to cry.

"Take only half as many," said a man who was watching him, "and your hand will come out easily."

The greedy boy dropped half and at once out came his hand.

Dramatization.

THE BOY AND THE NUTS.

Boy—"What fine nuts. I am hungry. I must have some of those nuts. Oh, dear! Oh, dear! Boo-oo-oo-oo!"

Man—"What is the matter, my son?"

Boy—"Oh, I cannot get my hand out of the pitcher."

Man—"Why not, my son?"

Boy—"I was greedy and wanted all the nuts."

Man—"Drop half of them. Now you can get your hand out."

ORAL COMPOSITION—SECOND YEAR

Who I Am.

My name is ———. I live at number — ——— street. I go to Public School —.

My Family.

I live with my mother and my father. I have two brothers and one sister. My brothers are big boys. My sister is a baby.

Helping Mother.

I help my mother every day. I wash the dishes. Sometimes I mind the baby.

How I Look.*

I am seven years old. My hair is light brown. My eyes are blue. I wear a white dress.

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* This story may be used as a language drill to correct the expression *mine* eyes, *mine* hair.

Our Baby.

I have a baby sister. Her name is ———. She is six months old. Sometimes I take her to the park.

What I Do in the Morning.

I get up early. I wash my face and hands. Mother brushes my hair. Then I eat breakfast and come to school.

School.

Our school begins at ——— o'clock. I always get there early. We do not like girls who are late.

Our Room.

The number of our room is ——. It is on the —— floor. It is a large sunny room. We have some pretty plants.

Our Principal.

M—— ——— is our principal. Her office is on the —— floor. When she comes to visit us we offer her a chair.

Our Songs.

We sing every morning. The song I like best is "Come Little Leaves." We like to sing.

Our Games.

At recess we play games. Some of the games are "Squirrel," "Three Deep," and "Cat and Mouse."

The Janitor.

Mr. ——— is the janitor of our school. He has an office on the first floor. He keeps the school clean. We can help him by picking up papers.

The Horse.

There are many horses on our street. They draw heavy wagons. They wear iron shoes so the stones will not hurt their feet.

The Camel.

The camel lives in a very warm country. He has a long neck and a hump on his back. He carries loads across the sandy desert.

A Flower.

I am thinking of a flower. It has a yellow center and a collar of white petals. It grows in the fields. Can you guess what it is?

The Donkey.

The donkey looks something like a horse. He has very long ears. He is very strong.

The Potato.

The potato grows under the ground like a root. It has a brown skin. It is white inside. We use it for food.

The Radish.

The radish grows under the ground like the potato. It has a red skin. It is white inside.

The Rainbow.

In April we have sun showers. Sometimes we see a rainbow. It looks like a half circle in the sky. The colors are red, orange, yellow, blue, green, violet and indigo.

Apples.

Every day I buy an apple. I do not buy green ones, for they are not ripe. I like red and yellow ones.

The Robin.

The robin is the first bird we see in the spring. It has brown wings and a brownish-red breast. It likes to pick worms out of the soft ground.

Squirrels.

I like to go to the park to feed the squirrels. They like to eat nuts. In winter their fur is very thick and their tails very bushy.

The Rabbit.

We have a pet rabbit. His name is Bunny. He is white and has pink eyes. He has long ears. He likes to eat lettuce.

The Sun.

The sun keeps us warm. It is warmer in summer than in winter. Plants need much sunlight.

Spring.

We know spring is here because the days are getting warmer. The robins are singing in the parks. The buds are opening.

The Bee.

The bee flies around the flowers. It lives in a hive. It makes honey. A bee is always busy.

The Butterfly.

The butterfly has very pretty wings. It flies in the fields where there are flowers. I like to chase butterflies.

Autumn Leaves.

In October the cold weather makes the leaves turn different colors. Some are red and yellow. Some are brown and yellow. They are dry and crack easily.

The Winds.

We cannot see the wind. We can hear it blow. It blows the dust in the streets. It blows the leaves from the trees.

Rain.

When it rains we cannot see the sun. It is dark and misty. We have to wear rubbers and carry umbrellas.

Snow.

I like winter because there is snow. It is very cold. We dress warmly. We make snow balls and play with our sleds.

The Sunflower.

We have some sunflowers in our garden. They look like very large yellow daisies. They always turn their faces toward the sun.

The Humming Bird.

The smallest bird we know is called the humming bird. It has a long bill. It likes to drink honey from the flowers. It has a tiny nest.

Chestnuts.

In autumn I like to gather chestnuts. I go to the woods. I pick up the burrs. I open them and take out the nuts.

Clouds.

Yesterday we did not see the sun all day long. The sky was covered with white clouds. I thought it would rain,

Lilacs.*

Eva brought our teacher some flowers to-day. They are called lilacs. They are purple. They have a very sweet smell.

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* This story may be helpful as a language drill to correct *brung* and *brang*.

A Robin's Nest.

One day I was in the park. In a maple tree I saw a bird's nest. While I was looking a robin flew to the nest. He had a worm in his bill. I think there must have been some little robins there.

Mary's Ring.

Mary's mother gave her a pretty ring. It has a blue stone in it. It just fits her third finger.

Pictures.

We have many pretty pictures in our room. There are pictures of little children, birds and animals. Sometimes we tell stories about the pictures.

Our Gold Fish.

This week it is my turn to take care of our gold fish. Every morning I hold the globe under the faucet and let the clear water run into it. Then I break off a bit of fish food and feed the fish.

Cleaning Erasers.

Every morning we clean the blackboard erasers. We do not clap them on the walls of the school. We stand in the yard.

Playing With Matches.

A little boy found a box of matches. He played with them and burned himself. He should have given the matches to his mother.

Crossing the Street.

Before I cross the street I look both ways. If there is an automobile coming I stand on the sidewalk. I always cross at the corner.

Helping the Street Cleaner.

Whenever I eat a banana I throw the skins into a rubbish can. I never throw papers away in the street.

Running in the Basement.

Rose was running in the basement. She ran into a little girl and hurt her. We must not run in the basement.

A Fire Drill.

When the fire gong rings we stop work. We leave the room quickly. We look straight ahead and do not talk.

Late Girls.

Every day I try to come to school. If I think I am late I hurry. Girls who come late miss their lessons.

Regular Attendance.

I come to school every day unless I am very ill. If no one is absent, Miss ———, our teacher, puts a gold star on the board. Last week we had three stars.

The Playground.

There is a playground near our house. I go there every afternoon. I like the swings and the slides. I do not play in the streets. There are too many horses.

Fires.

On Election Day some boys made a fire in the street. Some little children were burned. The policeman put out the fire and arrested the boys.

Eyes Front.

When we are going up or down stairs we must look ahead. If we look back we may trip and fall.

Open Windows.

When our windows are open I keep away from them. I might fall out. I watch the baby so he will not fall out.

Window Ledges.

We must never leave milk bottles or plants on the window ledges. The wind might blow them down. They might hurt someone in the street.

Our Clean Room.

Our room is clean when we come in in the morning. We try to keep it clean. We throw papers into the basket. We try to leave it clean at three o'clock.

Mending Books.

Last week my baby sister tore my library book. I pasted the parts together with tissue paper. Next week I shall put my book on the shelf so the baby will not get it.

An Honest Boy.

John found a fountain pen on the stairs. He gave it to his teacher. She found out who had lost the pen. She returned it to the owner. John was an honest boy.

Cheerfulness.

We have a canary at home. It sings every day. It makes our house very cheerful.

Our Plants.

In our schoolroom we have some plants. There are some ferns and some geraniums. Our teacher chooses two girls every week to water the plants.

My Bird.

I own a canary bird. I give it water and bird-seed every morning. It sings all day.

The Seasons.

There are four seasons. They are spring, summer, autumn and winter. In spring the flowers awake. The birds come back. In summer the sun is very hot. We go to Coney Island. In autumn the leaves turn red and yellow. In winter the days get very cold. Then the snow falls.

The Month I Like Best.

I like May best of all. We have May-parties. We take our lunch and go to the woods. We bring home some flowers for our mothers.

My Sled.

Last Christmas my brother gave me a sled. I played with it in the snow. I hope there will be lots of snow this winter.

The Clock.

The clock has a white face. It has two hands. It tells us the time. It says "Tick-tock."

The Teeth.

Every morning I brush my teeth. If I do not keep them clean they will ache. Before I go to bed I brush them again.

Making the Bed.

When I get up in the morning I open the windows. I air the bed clothes. After breakfast I make the bed. I smooth the wrinkles out of the sheets.

Our Class Library.

We have many nice library books in our class. Every Friday we exchange books. I like fairy tales best. Some books have pretty pictures.

Bathing.

I like to take baths. Mother fills the tub with warm water. I use plenty of soap so I shall be very clean. I dry myself carefully and put on clean clothing.

Our Flag.

The colors of our flag are red, white and blue. The stripes are red and white. In one corner there is a blue field. There are white stars in it.

My Friend.

My friend's name is Esther. She is in my class. Every afternoon we play together. We play house and school.

Drawing.

We made pretty Thanksgiving cards in school yesterday. I drew a turkey and a pumpkin on mine. Some girls cut out turkeys and pasted them on colored paper.

The Fire Engine.

Yesterday the fire engine went down our street. Three large gray horses were pulling it. A man was ringing the bell.

A Fire.*

Last night there was a fire next door. The noise of the fire engines woke me. I looked out of the window. The firemen were climbing a long ladder. They saved a little girl.

Prospect Park.†

Last Saturday my sister and I went to Prospect Park. We saw some black bears and some sheep. We passed a lake. There were some ducks swimming on it.

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* This story may be used to drill on *last* night to correct *yesterday on the night.*

† This story may be used as a language drill to correct *me and my sister.*

The Swings.

When we go to the playground we swing in the swings. I like to go high. We count twenty and then let another girl swing.

Basket Balls.

We like to play with the basket balls. They are large and easy to catch. We know many basket ball games.

Ruth's Birthday Cake.

Ruth had a party last Tuesday. Her mother made a birthday cake. It had pink and white frosting on it. There were ten pink candles because Ruth was ten years old.

The Greedy Crane.

One day a crane caught a fine fish. He looked into the water and saw his shadow. He thought it was another crane with a larger fish. He snapped at the other crane and lost his own fish.

Bad Company.

A farmer caught some crows in his corn field. He also caught a dove. The dove asked the farmer to let him go. The farmer told him that if he had not been with the bad crows he would not have been caught.

The Boy and the Nuts.

Once a boy put his hand into a bottle. It was full of nuts. He tried to take a handful. He could not pull his hand out. His mother told him to take only one nut. He was then able to take his hand out.

The Ant and the Dove.

A little ant fell into the water. A dove dropped a leaf into the water. The ant climbed upon it. Later a hunter tried to shoot the dove. The ant saw him and bit his foot. He did not shoot. The dove thanked the ant and flew away.

Wise Mrs. Hen.

One day Mrs. Hen went for a walk. She met Mr. Fox. He asked her which way she was going. Mrs. Hen replied that she could not tell until she knew which way he was going.

Playing House.

Yesterday Ruth and I played house. We took all our dolls out into the yard. We had a table and a set of dishes. Ruth had a bed for her dolls.

Going Shopping.

Every Saturday night my mother takes me to Broadway. I like to go into the stores and buy things. Sometimes mother lets me pay the money.

How to Play a Game.

Ten girls stand in a row with their shoulders touching and their hands behind their backs. The leader stands in front of them with a basket ball. She throws the ball behind the girls and then shuts her eyes. They try to catch the ball. Then they get in line again. The leader tries to guess who has the ball behind her. If she guesses the right girl they change places.

How to Play Store.

We like to play store after school. We use a chair or a table for a counter. Round pieces of paper are money. Sometimes we sell fruit and sometimes books. When we have different kinds of things for sale we call it a department store. The customers buy the goods. The storekeeper wraps them up. He must be careful to give the right change.

How to Make a Lantern.

Take a square piece of colored paper. Match the corners and crease it in the middle. Cut slits in the paper beginning at the fold. Open up the paper. Paste one side over the other. Cut a narrow strip of paper. Paste the ends of the strip to the top of the lantern to form a handle.

Indians.

Long ago the Indians lived where we now live. The Indian house was a tent covered with skins. They were called wigwams. The Indians wore clothes made of deerskins. They were trimmed with pretty beads.

Indian Boys.

Indian boys played ball and swam in the rivers. Sometimes they hunted in the woods. They used bows and arrows.

Indian Girls.

Indian girls played with dolls made of deerskin. Sometimes they helped their mother plant the corn or cook the food.

Indian Babies.

The Indian baby's cradle was a bag made of skin. It was tied to a board. The Indian mother carried the cradle on her back. Often she hung the cradle on a branch.

The Pilgrims.

One day some white people came over the sea. They were called Pilgrims. It was cold and snow was on the ground. In the spring the Indians taught them how to plant corn.

Thanksgiving Day.

The Pilgrims did not have much to eat during the winter. Later when warm weather came they planted. In the autumn they had plenty of food. One day they had a feast and a day of thanksgiving.

Abraham Lincoln.

When Abraham Lincoln was a boy he lived in a log cabin. He worked on the farm. He went to school only one year. He borrowed books and read them again and again.

Abraham Lincoln became a very great man. The people made him President. We keep his birthday on the twelfth of February.

A Conceited Grasshopper.

A very young grasshopper and an old rooster were out in the field together.

"I can jump higher than anyone in this field!" cried the grasshopper. The rooster said nothing, but opened his mouth as if he meant to yawn.

"Here I go!" cried the grasshopper, and she jumped so high that she landed in the rooster's mouth. The rooster gobbled her up. And that was the end of her and her boasting.

Who were out in the field together? What did the grasshopper say to the old rooster? Did the rooster reply? What did he do? Where did the grasshopper land? What did the rooster do?

The Golden Goose.

Once a man owned a wonderful goose. Every morning when he said, "Lay," it laid a golden egg. By and by the man grew so greedy that he wanted all the golden eggs at once. So he cut open the goose. There wasn't one egg in it. And, of course, the goose couldn't lay any more eggs now. The foolish man had killed the goose that laid the golden eggs.

Who owned a wonderful goose? What did the goose do when the man said "Lay"? What did the man want all at once? So what did he do? What did the man find in the goose? Could the goose lay any more eggs now?

The Boy and the Frogs.

Some boys at play near a pond began to throw stones at the frogs, just for the fun of seeing them go under the water. They killed several of them.

At last one of the frogs lifted his head out of the water and cried out, "Pray stop, boys; what is fun for you is death to us."

"That is true," said one of the boys. "Let us leave the poor creatures in peace." And they did.

Where were some boys playing? Who were in the pond? What did the boys throw at the frogs? Why did they throw the stones? What happened to some of the frogs? What did one of the frogs say to the boys? Did the boys throw any more stones after this? What did one boy say?

The Dog and His Shadow.

A dog was crossing a stream of water with a piece of meat in his mouth. As he looked down, he thought he saw another dog with a larger piece of meat. Said the greedy fellow to himself, "I'll have that, too." He dropped his own meat and sprang into the water after the shadow. The real meat fell into the water and floated away.

What did a dog cross? What did he have in his mouth? What did he see in the water? What did the greedy fellow say to himself? What did he drop into the water? Did he try to get the large piece? What happened to the real piece of meat?

The Bears at Play.

A small brown bear and a small black bear walked up to each other and rubbed noses.

"Will you play with me if I play with you?" whispered the brown one to the other. And the other whispered, "I will."

The two trotted out to the center of the cage. The brown one turned a somersault and the black one turned a bigger somersault. After this they both turned somersaults together. When the play was over they rubbed noses again and each went back to his own cave in the rocks.

What did the small brown bear and the small black bear do? What did the brown one say? Did they play together? Where did the two bears go? What did the brown one do? Did the black one turn a bigger somersault? Then what did both together do? When the play was over, what did the bears do?

The Boy and the Nuts.

A boy put his hand into a jar to take some nuts. He grasped so many that there was no room for his hand to come out. In a great fright, he burst into tears.

"Be satisfied with half as many," said a man who was watching him, and your hand will come out easily."

The greedy boy dropped half, and at once out came his hand.

What was in a jar? What did a boy do? How many nuts did the boy grasp? Was he able to draw out his hand? What did the boy do? What did a man say to the boy? How many did the greedy boy drop? Could he get out his hand then?

The Short Tale of the Rabbits Who Went Out to See the World.

Two white rabbits lived in a hutch in our back yard. One sunny morning said one to the other, "Let us go out to see the world."

So they did. They went up the alleyway to the front garden. Here the grass was growing fresh and green.

"Ah!" said the other one, "the world was made for us. It is nothing but a big cabbage leaf. Taste it."

Just as they put their noses down to nibble a bit of it, a dog poked his nose through the railing and said, "Bow, wow."

"Oh, my, the world belongs to him," they cried; "he may have it." And back they scurried to their safe hutch.

There they stayed, eating cabbage leaves and letting the world alone.

Who lived in a hutch in our back yard? What did one say to the other? Where did they go? How was the grass growing here? What did they think the cabbage leaf was? What were they going to do? Whom did they see just them? What did the dog say? What did the rabbits say? Did they remain in the garden? Where did they go?

The Song the Cockle-Shell Sings.

One day Anna Lucy held a cockle-shell to her ear. She listened and then began to smile. "Do you hear anything?" asked her little brother, Frank.

"Yes," answered Anna Lucy, "you may hear it, too." She held the shell to Frank's ear. Frank listened; then he began to smile. "What is it?" he whispered.

"It is the song of the sea," said Anna Lucy. "The shell sings it in her heart."

What did Anna Lucy hold to her ear one day? What did her little brother, Frank, ask her? What did Anna Lucy say? Did she let Frank hear it? What song did the shell sing?

The Runaways.

One day four little white pigs and three little white geese met together near Rover's kennel. But they were so full of themselves that they did not notice where they were.

"We stole out while Mother Sow was dozing after dinner," screamed the little pigs. They laughed so much they rolled on the ground.

"We stole out while Mother Goose was gabbling with a neighbor," giggled the little geese. And they hugged their sides to think how clever they were.

"What's this! What's this!" growled Rover, coming to the door of his kennel.

The pigs squealed with fright and the geese clacked in terror. All took to their heels, back to their mothers.

Who met near Rover's kennel one day? Did they know they were there? What did the little pigs scream? What did the little geese say? Were they very happy about it? Who heard what they were saying? What did Rover do? Were the pigs and geese frightened? What did they do?

REPRODUCTION STORIES FOR THE THIRD YEAR

The length of a reproduction story may vary with different classes and in different neighborhoods. The teacher must use her own judgment as to the length of story her class is capable of reproducing. A long story may be divided into two or more parts.

King Solomon and the Boys and Girls.

King Solomon was a very wise man. He could answer the most difficult questions.

One day twenty boys and twenty girls were brought before him. They were dressed exactly alike. The king was asked to tell which were boys and which were girls.

King Solomon thought for a minute. Then he told his servants to bring forty basins of water and set them before the children. He told the children to wash their hands. The children did so. King Solomon knew at once which were boys and which were girls. The bays washed to their wrists. The girls washed to their elbows.—"Speaking and Writing Book I."

Who was King Solomon? What kind of questions could he answer?

Who were brought before him one day. How were they dressed? What was the king asked to do?

What did King Solomon do for a minute? What did he tell his servants to do? What did he tell the children to do? What did the children do? What did King Solomon know at once? How far did the boys wash? How far did the girls wash?

The Helpless Birds.

One day Abraham Lincoln and some friends were traveling on horseback along a country road.

As they passed some crab-apple trees they saw a bird fluttering about. It was uttering pitiful cries.

Two young birds lay on the ground by the roadside. They had fallen from their nest and were not old enough to fly. They lay there helpless.* The mother bird seemed helpless, too.

Mr. Lincoln's friends glanced at the birds and rode on. Mr. Lincoln dismounted, picked up the young birds, and replaced them in their nest.

When Mr. Lincoln caught up with his friends they began to laugh at him.

"You may laugh," said he, "but I would not be able to sleep tonight if I had not saved those little birds. The mother bird's cries would ring in my ears."—Third Reader—"Horace Mann Readers."

Who were traveling on horseback along a country road one day?

What did they see as they passed some crab-apple trees? What kind of cries was it uttering?

What lay on the ground by the roadside?

From what place had they fallen and why didn't they fly? How did they lay there? How did the mother bird seem?

What did Mr. Lincoln's friends do? Tell what Mr. Lincoln did?

What did the friends begin to do when Mr. Lincoln caught up with them?

What did Mr. Lincoln say to them?

The Bee That Wished to Sting.

One summer a bee laid up some fine honey.* The best of it she carried to Jupiter.

He was much pleased with it.

"Ask what you will," he said to the bee, "and you shall have your wish."

* Drill on the use of lay.

Not long before a boy had robbed the bee of some honey. Now, she thought of this.

"Oh, Jupiter, great master," she said, "give me a sting. Let its wound be fatal. Then neither man nor beast will rob me."

Jupiter was sorry to hear her make such a wish.

"I must keep my word," he said. "I will give you the sting for which you ask. It wound shall be fatal—not to others, but to you. You shall be able to hurt anybody who robs you. You shall lose your life with your sting."—"Classic Fables."

What did a bee lay up one summer? To whom did she carry the best of it?

How did he like it?

What did he tell the bee?

Who had robbed the bee of some honey not long before? When did she think of this?

For what did she ask? What did she ask about its wound? What did she say about man and beast?

What did Jupiter say about keep his word. What did he say about its wound? What shall the bee be able to do? What shall the bee lose with its sting?

The Honest Indian.

An old Indian bought some things from a white man. The white man kept a store.

When the Indian opened his bundle in his wigwam he found some money in it.

"I will keep the money," said the Indian. "It will buy many things."

He went to bed, but he could not sleep. All night long he kept thinking about the money.

Over and over again he thought, "I will keep it." Something seemed to say, "No, you must not keep it. That would not be right."

Early the next morning he returned the money to the storekeeper.

"Why didn't you keep it?" asked the storekeeper.

"There are two men inside of me," said the Indian. "One said, 'Keep it. You found it. The white man will never know.' The other said, 'Take it back. It is not yours. You have no right to keep it.'

"The two men inside of me talked all night," continued the Indian. "They would not let me sleep. I have brought the money back. Now the two men will stop talking. To-night I shall sleep."—"Second Reader—The Horace Mann Readers."

What did an old Indian buy from a white man? What did the white man keep?

What did the Indian find when he opened his bundle in his wigwam?

What did the Indian say about the money?

What happened when he went to bed? Of what was he thinking all night long?

What did he think over and over again? What did something seem to say?

What did he do early the next morning?

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* Call attention of the children to the use of laid.

What did the storekeeper ask?

What did the Indian say about two men? What did one say? What did the other say?

How long did the two men talk? What did the Indian say the man wouldn't let him do? What did he say about the money? What will the two men do now? What did the Indian say about sleeping?

The Sheep and the Elephant.

An elephant was made king of the forest. He invited all the animals who lived near to dine with him. The rhinoceros

was the doorkeeper. As each animal passed him the rhinoceros gave it a poke with his tusk to hurry it along. Each animal except the sheep, told the elephant about it. They begged the king to remove the rhinoceros from his position.

The elephant listened to the complaints in silence. Then he said to the sheep, "Are you a favorite with my doorkeeper? Why didn't he annoy you?"

"Oh, no," said the sheep. "I don't know the rhinoceros. I received the same treatment as the other animals. I did not want to trouble you about such a small thing. I've had so many things happen to me in my life that I've ceased to grumble."

The elephant said, "You are the only gentleman among my guests. Hereafter you shall be my chief adviser. That is the highest position in my kingdom."

Who was made king of the forest? What did he invite all the animals to do? Who was made doorkeeper? What did the rhinoceros do as each animal passed him? What did each animal except the sheep do? What did they beg the king to do?

How did the elephant listen to the complaints? What did he say to the sheep?

Whom did the sheep say he didn't know? What kind of treatment did he say he received? Whom did he say he did not want to trouble about such a small thing? Why did he say he had ceased to grumble?

What did the elephant say about his guests? What position did he say the sheep shall have hereafter? What position did the elephant say this is in his kingdom?

Obedience.

Frederick the Great, King of Prussia, liked to meet obedient children. One day he passed a school while riding. He decided to visit it. He went up to the teacher's desk and said, "Stand, boys." The boys never moved but sat looking at their teacher. He tried again but the boys sat still. Then he said, "I am the King. Stand up." The boys remained in their seats.

The teacher then said, "Now, boys, you may stand." The boys jumped up instantly.

When Frederick the Great saw this he was pleased. He said to the teacher, "Give the boys a half-holiday for their remarkable obedience to you."—"Chatterbox."

Who liked to meet obedient children? What did he pass one day while riding? What did he decide to do? Where did he go and what did he say? Tell what the boys did. What did the king do? What did he say then? Where did the boys remain?

Tell what the teacher said. What did the boys do?

How did Frederick the Great like this? What did he tell the teacher to do?

The Cat, the Monkey, and the Chestnuts.

A cat and a monkey were sitting one day by the hearth. They were watching some chestnuts which their master had laid down to roast. The chestnuts had begun to burst with the heat.

The monkey said to the cat, "It is plain that your paws were made to pull out those chestnuts."

The cat was greatly flattered by this speech. She reached forward for the chestnuts. She had scarcely touched the hot ashes when she drew back with a cry. She had burned her paw. She tried again and pulled out one chestnut. Then she pulled another. Each time she singed the hair on her paws.

When she could pull out no more she turned to the monkey. He had eaten all the chestnuts.—"Fables and Folk Stories."—Edited by H. E. Scudder.

Who were sitting by the hearth one day? What were they watching? What had the chestnuts begun to do?

What did the monkey say to the cat?

How did the cat feel when the monkey made this speech? What did she do? What happened when she had scarcely touched the hot ashes. What had she burned? What did she do when she tried again? What did she pull then? What did she do to the hair on her paws each time?

Where did she turn when she could pull out no more? What had the monkey done?

The Treasure in the Vineyard.

An old man was dying. He had three young sons. He was afraid the sons would not work as he had done.

He said to them, "I have not long to live. I am leaving you my treasure. It is in the vineyard."

The sons thought their father had buried gold in the vineyard. After his death they spent days digging in the vineyard.

They found no gold. That year the vineyard produced more grapes than ever before. Their hard work made the vines grow well.

This was their father's treasure.—"Classic Fables."

Who was dying? How many young sons had he? Of what was he afraid?

What did he say about living? To whom is he leaving his treasure? Where is it?

What did the sons think their father had buried in the vineyard? What did they do after his death?

What didn't they find? What did the vineyard produce that year? What made the vines grow well?

What was their father's treasure?

The Cock and the Pearl.

A hungry cock was looking for food one day. He found something he thought was a grain of corn. It was not corn. It was a beautiful large pearl. The cock let it fall to the ground.*

He said, "That is a pretty pearl. A man would like to have it. It is of no use to me. One good grain of corn is worth more to me than all the pearls on this earth."—"Classic Fables."

Who was looking for food one day? What did he find? What wasn't it? What was it? What did the cock do with it?

What kind of pearl did he say it is? Who would like to have it? What did he say about the use of the pearl to him-What is worth more to him than all the pearls on earth?

The Tooth Brush Party.

Ruth did not like to clean her teeth. In the morning she was in a hurry to go to school. At night she was too tired and sleepy.

One night Ruth had a funny dream. She was at a party. The children were having a fine time. The cakes, candy, and ice cream were in the shape of tooth brushes. Ruth tried to eat some ice cream. It always slipped back to her plate. The same thing happened when she tried to eat some candy and some cake.

All the other children were enjoying the good things to eat. At last she said, "Why won't the ice cream, the cake, and the candy go into my mouth?" Everybody looked at her. Then the ice cream, the cake, and the candy said, "You never allow a tooth brush to visit your mouth. This is a tooth brush party. We won't go into your mouth now."

Ruth felt very much ashamed. She wanted to run away. Then she awoke. Now, Ruth always finds time to clean her teeth.

What didn't Ruth like to do? Why didn't she clean her teeth in the morning? Why didn't she clean them at night?

What had Ruth one night? Where was she? What kind

of time were the children having? In what shape were the cakes, candy, and ice cream? What did Ruth try to eat? What did it always do? What happened when she tried to eat some candy and some cake?

What were all the other children doing? What did she say at last? What did the ice cream, the cakes, and the candy say?

How did Ruth feel? Where did she want to run? What happened then? For what does Ruth always find time now?

Mrs. Smith's Baby.

Mrs. Smith's baby was ill. The weather was very warm. Mrs. Smith gave the baby everything the neighbors told her. The baby grew worse. At last Mrs. Smith's niece came to see her. She belongs to The Little Mothers' League" in her school. She persuaded Mrs. Smith to take the baby to the "milk station." There the nurse told her what to do. The baby was soon well. Now Mrs. Smith takes the baby to the "milk station" whenever it is ill. She is glad her niece is a member of "The Little Mother's League."

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* Call attention to the use of this expression. Pupils sometimes say knocked it away.

DRAMATIZATION.

Peter Rabbit.

Characters.

Mrs. Rabbit.
Flopsy.
Mopsy.
Cotton-tail.
Peter.
Mr. McGregor.
Sparrows.

[Flopsy, Mopsy, Cotton-tail and Peter were four little rabbits who lived with their mother in a sand-bank under the roots of a very big fir-tree.]

Mrs. Rabbit.—"Now, my dears, you may go into the fields or down the lane, but don't go into Mr. McGregor's garden; your father had an accident there; he was put into a pie by Mrs. McGregor. Now run along and don't get into mischief. I am going out.

[The mother goes away to market (some far corner of the room). Flopsy, Mopsy and Cotton-tail go down the lane (an aisle) like good little bunnies, but Peter goes to Mr. McGregor's garden (a part of the room inclosed with chairs). He eats some lettuce and some French beans, some radishes and some parsley.]

Mr. McGregor.—[Suddenly appearing around a cucumber frame (a box), jumps out and runs after Peter, waving a rake.] Stop thief.

[Peter rushes all over the garden, dreadfully frightened. He loses one shoe among the cabbages and the other among the potatoes. He forgets the way back to the gate. He runs into a gooseberry bush and gets caught by the large buttons on his jacket. He gives himself up and sheds big tears.]

The Sparrows.—[Flying by take pity upon him.] Don't give up and cry like a baby. Get up and exert yourself.

[Mr. McGregor tries to pop a sieve (a wash-basin) over Peter.]

Peter.—[Wriggles out, leaving his jacket behind, rushes into the shed (another portion of room inclosed), jumps into a can (a box in the corner).] This would be a beautiful place to stay if it did not have so much water in it.

Mr. McGregor.—I am quite sure Peter is somewhere in this tool-shed, perhaps hidden under a flower pot. [He begins to turn them over carefully, looking under each.]

[Peter sneezes kertyschoo!]

[Mr. McGregor jumps after him and tries to put his foot upon him.]

[Peter jumps out of the window, upsetting three plant dishes.]

Mr. McGregor—That window is too small for me. I am tired, anyway. I guess I have scared Peter enough for a time. I'll go back to my work.

Peter.—[Sits down to rest, tired, out of breath, frightened and trembling.] I have no idea which way to go. I am very wet from the water in that can. [Begins to wander about limping and crawling slowly. He finds a door, but it is locked and there is no room for a fat little rabbit to squeeze underneath.]

[An old mouse, carrying peas and beans to her family, looks at Peter.]

Peter.—Which way can I get out of this horrid garden?

[An old mouse, with such a large pea in her mouth that she cannot answer, only shakes her head.]

Peter.—[Begins tocry. He tries to find his way straight across the garden. He only becomes more confused. Near the coal shed he hears a hoe—s c r-r- -ritch, scratch, scratch, scratch. He hides under the bushes for a time. In a little while, as nothing happens, he comes out and climbs upon a wheelbarrow and peeps over. He sees Mr. McGregor hoeing onions. His back towards Peter and beyond him is the gate.] I believe I could, if I run as fast as I can along that straight walk behind the bushes.

Mr. McGregor.—[Catching a glimpse of him.] There goes that little squirrel again. I'll hit him this time. [Strikes at but misses Peter.]

Peter.—[Slipping swiftly under the gate.] There I am safe at last in the woods outside the garden. I'll run home very fast. What will mother say?

Mother Rabbit.—[Sees Peter come home wet, very tired, without his clothes.] Peter, what have you done with your clothes? That is the second little jacket you have had and lost in two weeks.

The Boy and the Wolf.

A boy was minding some sheep. Some men were working in the fields nearby. They told the boy that if a wolf should come he should cry, 'Wolf, wolf!" One day the boy thought he would play a joke on the men. He cried "Wolf, wolf!" The men came running up to him and found out it was only a joke. In a few days the wolf did really come. The boy cried "Wolf, wolf!" The men thinking it was a joke did not come. The wolf ate up the sheep and the boy learned a lesson.

What was the boy doing? Who was minding some sheep in the fields nearby? What did the men tell the boy to do if a wolf should come? One day what did the boy do? What did the men do when they heard him cry? When they came what did they find out? What happened when the wolf really came? What lesson did the boy learn?

Composition.

The teacher and children working together should construct a paragraph. Select a topic which is easily imitated. Write three sentences on this topic. Put the model on the board, or give each child a copy of the model such as the following:

Currants.

Currants are fruit. They grow in clusters on bushes. They ripen early in summer.

The model is to be read silently. Substitute grapes for currants. Children write. Grapes are fruit.

Study the second sentence. Grapes do not grow on bushes but on vines. Bushes may be used in place of clusters.

For the third sentence use:

Grapes ripen late in summer.

Children may now write a composition on grapes with model of currants on the board.

Composition—Golden Rod.

The golden rod is a flower. It grows in clusters on stalks. It blossoms late in summer.

Imitation—Aster.

The aster is a flower. It grows in clusters on stalks. It blossoms early in fall.

Reproduction Story.

"The Thirsty Crow."

A crow that was very thirsty found a pitcher with a little water in it. She tried first to break the pitcher and then to overturn it, but it was both too strong and too heavy for her. At last she thought of a way. She dropped little pebbles into the pitcher and thus raised the water until she could reach it.

Teacher tells story first as a whole. She then asks questions as:

(1) What did a thirsty crow find?
(2) Why couldn't she drink the water?
(3) What did she try to do?
(4) Why couldn't she break the pitcher?
(5) At last, what did she do?
(6) What did the pebbles do to the water?

Oral Explanation (Ethical Lesson).

Care of School Books.

Tr.—"Children, do you own the books that you have just received?" Ch.—"No, they are lent to us."

Tr.—"To whom do these books belong?" Ch.—"To the Board of Education."

Tr.—"How should you treat the property of other people?" One Child.—"We should take very good care of other people's property." Another child.—"We should return it as we received it."

Tr.—"Tell me one of the things that you are going to do to keep these books nice and new." One Child.—"I am going to cover my book." "Tr.—"Yes, we must all cover our books; but will any kind of cover do?" "Ch.—"No,; it must be clean." Another child.—"It must be strong." Tr.—"A heavy brown cover like the grocer uses makes the best cover."

Tr.—"Tell me something more about the care of our books." Child.—"I must keep my book nice and dry when I'm coming to school on a rainy morning." "Child—"I must find a place for my book at home." Tr.—"Yes; be sure to have a place for your book and keep it in it. Do not allow your baby brother or sister to have it."

Tr.—"Tell me anything else that will help to keep our books neat and clean." Ch.—"We should be careful to have clean hands before we touch our books." Tr.—"Yes, that is one of the most important things. Always wash your hands after your dinner before you begin your studying."

Let one child make a resume of the talk, "Care of School Books."

Oral Description.

"Our School House."

Each child will describe the school house. The oral description of each pupil will consist of answers to the following questions, which may be placed on the board:

(1) On what street or avenue is the school house?
(2) What color is it?
(3) Tell if it has a tree in front of it.
(4) Tell one other thing about your school house that you would like people to know.

Reproduction Story.

"The Man and the Lion."

A lion was going along the road with a man, and each was telling stories. By and by they came upon a statue by the roadside of a man with his hand upon the lion's throat. The man pointed to it and said. "There! see, we are stronger than you. We are the masters of animals."

But the lion said: "If lions knew how to carve in stone, you would see the lion with his paw on the man's neck."

(1) Who were walking along the road together? What did they see? Tell about the statue. What did the man say? What did the lion say?

Composition. Description.

Model: The Apple.

The apple is a fruit. Its shape is round. It hangs by a stem. Opposite the stem is called the blossom end. The skin is thin. Beneath the skin is the flesh. In the middle lies the core. We eat apples. Some apples taste sweet and some sour. The seeds point toward the stem.

Children should study the above model and then write a description of some other fruit.

For Reproduction. The Donkey's Mistake."

A donkey was once loaded with salt. He came to a river and, slipping, fell into the water. When he arose, his load was lighter, for the salt had dissolved. The donkey noticed this. Another time he came the same way and fell on purpose. This time he carried dry sponges. They absorbed the water and became very heavy. The donkey could hardly rise, and came near being drowned. (From De Garmo's Language Lessons.)

Questions for Reproduction Story:

With what was the donkey loaded the first time? What happened when he came to the river? With what was he loaded the second time? What happened when he came to the river this time?

Statements to Questions.

(1) We have fire drills in our school. (2) The boys do their best work during a fire drill. (3) Each class has its captain. (4) The boys are quick and quiet. (5) The boys know how important a fire drill is.

Have pupils read these statements. Have pupils change them to questions.

It adds interest to the lesson if two boys are called—one to ask the question and the other to answer it.

Reproduction Story.

"The Star Gazer."

A certain wise man went out every evening to gaze at the stars. One night as he was looking with all his eyes into the sky, and did not see where he was going, he fell into a ditch. He set up a loud cry. A stranger who was passing, stopped to see what was the matter. "Ah!" said the stranger, "when you are trying to see what is in the sky, you do not see what is on the earth."

Teacher tells story as a whole, and then asks questions as in first week.

Questions:

Why did a wise man go out every evening? While he was gazing at the stars, what happened one night? Who heard his cry? What did the stranger say? What moral does this story teach?

The Ant and the Dove.

Once an ant went to the bank of a river to quench her thirst. As she stooped to the water she fell in and was nearly drowned. A dove perched on a tree overhanging the river saw her and quickly dropped down a leaf to her. The ant climbed upon the leaf and it floated to the bank. She went ashore, safe and sound.

Not long after this a bird catcher stepped softly up to the tree to set a snare to catch the dove. The ant saw him and quickly stung him in the foot. The bird catcher's cry at the pain startled the dove. Away she flew, safe and sound.

HISTORY—4A

(*Continued from March*, 1921, MONOGRAPHS.)

Fifteenth Week.

When Stuyvesant ruled in the land in his characteristic way, the Quakers began to appear at Flushing. One of the earliest and most notable ones was John Bowne. In the year 1661 he erected a goodly dwelling on what is now Bowne avenue a few hundred feet to the right of Broadway. There the original house still stands although doubtless enlarged and improved from the original pattern; and under one of the little windows in the gable which faces the street are painted the figures of the date.

Stuyvesant was the one persecutor among the Dutch Directors, and he would have none of the Quakers to interfere with the supremacy of Calvin. Bowne defied him once and again sticking to his religion like a brave man in spite of fines and other penalties. At length Stuyvesant put the fearless Quaker on board of one of the West India Company's ships, so that the authorities at home might deal with him as he deserved thinking that the death penalty that was beyond his own powers might be inflicted on him; but Bowne was immediately sent back to New Amsterdam with a letter of rebuke for the Director, in which the West India Company contended earnestly for a position which could only be occupied by Dutchmen in that age. "The conscience of men ought to be free and unshackled so long as they continue moderate, peaceful, able, inoffensive, and not hostile to the government. Such have been the maxims of prudence and toleration by which the magistrates of Amsterdam have been governed; and the consequences have been that the oppressed and persecuted from every country have found among us an asylum from distress. Follow in the same steps and you will be blessed."

The Quakers were accustomed to gather at the spacious mansion of John Bowne for meetings. Two enormous oaks opposite Bowne's house were standing as late as 1842, when a violent gale blew down one of them. In 1882 the other was still standing, but age and the elements together destroyed it.

A descedent of the Bowne family Walter Bowne, served New York City as mayor from 1828 to 1833, being re-elected for several terms.

Sixteenth Week.

KING MANSION (Jamaica, L. I.).

As one proceeded from the railway station direct to the main street some years ago, he was wont to confront a high fence surrounding extensive grounds resembling an ancient English park. Tall trees, old and shady, abound and almost hide a mansion of generous proportions. It cannot be said to have much elegance of outside appearance, but doubtless it is all that wealth and refinement can make it within. Here came to reside, in 1806, the Hon. Rufus King. Having married the daughter of John Alsop, the eminent New York merchant, figuring more than once in the non-importation movements, he settled in New York City in 1788, practicing his profession of the law. He became intimate with Hamilton, and it was Hamilton who insisted that he be made United States Senator in 1789. In 1796 Mr. King was appointed Minister to England, retaining that position for ten years. He then made his home permanently in Jamaica where his descendants have also remained. His eldest son, John Alsop King, was elected Governor of the State in 1856. The King place is now a public park.

Seventeenth Week.

RICHMOND—BILLOP HOUSE.

You are familiar with the story of the Battle of Long Island. On August 22, Generals Howe, Clinton, Cornwallis, Percy and Grant, landed in Gravesend Bay near the Cortelyou House with fifteen thousand men, and three days later General Von Heister went over with five thousand Hessians. The troops left behind on Staten Island were only such as were disabled by sickness or needed to hold the approaches. The fateful battle on the opposite island over, General Howe retained the body of his troops about him while he made his headquarters at Newtown. Meanwhile Washington had withdrawn his army from the possibility of capture and was waiting on Manhattan Island to see what might be the enemy's next move. Obviously he should want to take New York, but no very great hurry was shown. Indeed, the patriots were about to be entertained with another attempt at a peaceful solution of the situation. Admiral Lord Howe, recently arriving from England, was commissioned to hold out offers of peace and pardon. We have seen how difficult it was for him to communicate with Washington. But General Sullivan had been taken a prisoner in the late battle, and he, never burdened with over-much judgment, had been quite captivated with the possibility of ending the cruel war right there. Sullivan had gone before Congress and urged that body to send a committee to Lord Howe to see whether some pacific and all around satisfactory arrangement could be effected. It was almost as difficult to procure a meeting of such a committee with Lord Howe as to get a letter properly before Washington. Howe would not recognize Congress to be the body that it was; Congress would not be regarded as anything else. Nevertheless, three members were appointed to confer with his lordship—Benjamin Franklin, John Adams and Edward Rutledge. It was necessary that no one should be able to charge upon Congress afterward that everything had not been done that might reasonably procure a peaceful settlement. The day appointed for the meeting was September 11, four days before the capture of New York by General Howe's forces. It was a momentous occasion. If peace were possible it might now even yet be attained. If it were impossible, the battle for independence must be fought to the bitter end. No one more desired peace than Lord Howe, an avowed friend of the colonies. No men could be more safely trusted to accept peace only on terms of honor and security for the colonies than the three eminent patriots and statesmen who were sent to treat with England's commissioner.

The place where the interview was to occur was well selected. The utmost point held by the Americans nearest the British lines was Perth Amboy, where Mercer lay with his flying camp. Directly opposite on Staten Island, stood and yet stands today, the Billop House. It was owned and occupied by Christopher Billop. As far back as 1668, the original Christopher Billop had obtained a grant of over a thousand acres at this southwestern extremity of Staten Island as a reward for a peculiar service. There was a dispute then, as there was long afterward, whether Staten Island belonged to New York or New Jersey. The Duke of York announced his decision that all islands lying in the river or harbor of New York which could be circumnavigated in twenty-four hours should be his. Billop was then in port, in command of a small ship called the *Bentley*. Without saying anything about it in advance, he quietly proceeded to sail around Staten Island and succeeded in circumnavigating it in the prescribed time. The Duke was much gratified by this feat and gave him the tract mentioned, including the site of the present village of Tottenville. He called the plantation the "Manor of Bentley" after his good ship. Later Billop settled on the property, and built the house, but after showing himself in the light of a critic of authority he disappears from view.

The historical pilgrim may yet look upon the quaint old structure which was the home of the Billops. Leaving the station at Tottenville, a walk or ride of a few minutes will bring him to the rear of the old stone house. Rough, irregular stones, evidently picked up from the surrounding fields and solidly set in mortar, constitute the walls, which are very thick. In front it rises to the height of two stories, a piazza reaching to the top of the second tier of windows, with a roof supported

by square, wooden pillars. Its dimensions are about forty by forty, and toward the rear the roof slopes rapidly down to within eight or ten feet of the ground. It faces the water, standing directly opposite Perth Amboy, and obliquely across from the opening of the Raritan river. The lawn slopes gently toward the bank, and four enormous willows add charm to the historic surroundings. One great willow is also found in the rear, and other noble trees on the north.

It is said that the conference between the committee of Congress and Lord Howe took place in the room on the ground floor at the northwest corner. As the soldiers had used the place as a barracks it was not in the best condition, but everything was made shipshape in this apartment. The conference came to nothing.

Eighteenth Week.

MOORE HOUSE, NEWTOWN.

John Moore, the early ancestor of the Newtown family of this name was supposed to be of English birth, though it is unknown where or whence he emigrated. He was an Independent and the first minister of his town. Though not authorized to administer sacraments, he preached to the people of Newtown, until his death in 1657. In consequence of his interest in the purchase of Newtown from the Indians, the town awarded eighty acres of land to his children, thirty years after his decease. One of his sons, Samuel Moore, became a grantee of land in Newtown Village in 1662, and afterward bought an adjacent tract, previously owned by his father, which subsequently came into the hands of John J. Moore. In 1684, he bought a farm near the Poor Bowery, to which he removed.

Among the distinguished members of the Moore family was Benjamin Moore, who was born at Newtown in 1748. He received his education at Kings College (Columbia) and afterward became its honored president. After pursuing theological studies he went to England and was ordained to the Episcopal ministry. In 1800 he was appointed rector of Trinity Church, and in 1801 was elected Bishop of the Protestant Episcopal Church in the State of New York and continued in this relation until his death in 1816.

His brother William Moore, was born at Newtown in 1754. He was a medical student and graduate of Edinburgh in 1780. He then returned home, and for more than forty years was engaged in the duties of an extensive practice.

Captain Daniel Sackett Moore was a successful and respected shipmaster. He owned the Moore residence near Newtown Village and died here in 1828. The venerable Moore house standing on the Shell Road was one of the mansions of the colonial period. It was carefully preserved and has been constantly occupied by the Moore family since its erection more than a hundred years before the Revolution; no part of it is allowed to go to decay nor is there much change save by additions, which are not allowed to displace the old structure. The same hall door, in two sections, of solid oak and secured by the original strong hinges, bolts and locks, and with the original ponderous brass knocker, is still spared; the old well-built stairway gives access to the upper rooms; the ancient beams still exhibit their full proportions and are well varnished. This house occupied the center of the British camp for years. The well beside it requires but one glance down its mossy stones to discover its antiquity.

Nineteenth and Twentieth Weeks.

FORTS WADSWORTH AND TOMPKINS.

The conformation of bay and shores at the Narrows was nature's invitation or suggestion that here must be placed works of defense and offense in times of war. On Long Island shore bristles Fort Hamilton; in the channel once frowned with formidable aspect Fort Lafayette; on Staten Island nature had done still more for the military engineer. The channel ran deep and close to the bank and the shore rose not only to a convenient bluff as at Fort Hamilton, but to a hill nearly one hundred and fifty feet high. One hundred acres have accordingly been reserved here by the government to erect fortifications. At the water's edge was begun in 1847, what was then called Fort Richmond, but is now known as Fort Wadsworth. It is an inclosed granite fortress with three tiers of platforms for guns peering gravely through their holes. Earthworks flank it on either side after the more approved and effective modern style of defenses. A hundred and forty feet above high-water mark towers another granite wall, pierced by those ominous openings whence would flash death and destruction at an intruding foe. This is Fort Tompkins, named after the governor and vice-president, its construction dating from 1848. But modern developments in the art of warefare and in the destruction and force of missiles have made other constructions necessary, Battery Hudson, to the south of Fort Tompkins, being one of these. The technical designation of the whole reservation, including all these variously named works, is that given also to one of them in honor of a hero of the Civil War—"Fort Wadsworth."

LANGUAGE—4A

QUESTIONS ON THE "CHILDREN'S HOUR."

At what time of the day does the "Children's Hour" come? What words tell you the "Children's Hour" is a time of rest? Where is the poet at this hour? What does he hear in the room above him? Whom does he see descending the stair? What are the children doing on the stairway? How do they enter their father's study? What does the poet mean by "My castle wall"? What part of a castle is a turret? What is the turret in this room? What does the poet mean by being devoured with kisses? What else did the children do to him? What does this make him think of? (Tell children story of "The Bishop of Bingen.")

What are banditti? Who are the blue-eyed banditti? What wall did they scale? Why does the poet call himself an old mustache? Where is his fortress? What is he going to do with his captives? What is a dungeon in a castle used for? Where is the poet's dungeon? How long is he going to keep his children prisoners in the dungeon of his heart?

Oral reproduction:

THE COUNTRY MOUSE AND THE CITY MOUSE.

Once there was a mouse who lived in the country. She had a cousin who lived in the city. The city mouse went to visit the country mouse and stayed to dinner. She helped the city mouse to set the table. When dinner was ready the city mouse looked at the corn and the beans and said, "What a funny dinner! Not a bit of cake or cheese. Why don't you come to my house?" "Thank you," said the country mouse, "I will." Soon afterwards the country mouse paid the city mouse a visit. When she got there the two mice went to the kitchen where the cook kept the things. "The cook made a pie," said the city mouse; "I must find it." Just as they started to eat the pie they heard a terrible noise in the kitchen. "Run," said the city mouse; "that's the cat." Both mice ran away to the cellar, where there was a lot of apples. There was also a large pot of soup and cheese, but the cheese was in a trap. The city mouse showed the trap to the country mouse. "The cook puts cheese in it, but if you eat the cheese," said the city mouse, "something comes down hard on your head and kills you." The country mouse looked at the trap and said, "I am going home. I do not like your house. There is a cat in the kitchen and a trap in the cellar. I like my corn and beans better than your apples."

HISTORY—4B

Continued from the March 1921, MONOGRAPHS.)

Eleventh Week.

GUNPOWDER.

The origin of gunpowder is involved in uncertainty. Sometimes Roger Bacon is spoken of as its inventor because he gives directions for making it in some of his works (Thirteenth century).

Berthold Schwartz is also called the discoverer of gunpowder 1328.

Legends of gunpowder and its use date back as far as Alexander the Great. It seems that gunpowder was well known in China many centuries before its first appearance in Europe and that it gradually worked its way westward.

We know that by 1346 cannons in which the powder was used were well known and from that time as firearms were developed the demand for the powder increased.

The difficulty of obtaining powder of an even quality persisted until the middle of the nineteenth century and it was not until the end of the eighteenth that any substantial improvements in apparatus or machinery were effected.

Gunpowder was made even before the Revolution in the United States.

Twelfth Week.

PERICLES.

Pericles was the greatest statesman of ancient Greece. He received a careful education and was especially influenced by his two teachers, Damon and Anaxagoras, to whose teachings he owed his independence of thought and freedom from superstition.

His life was conspicuous for dignity and aloofness. His eloquence sagacity, uprightness and patriotism won recognition from a large part of the Athenians and for thirty years he was the most influential leader in Athens.

He entered public life attaching himself to the democratic party and Athens became a democracy under his leadership.

He was one of the greatest statesmen of ancient times and a great lawyer. His father had been a law giver before him. He died in 431 B. C.

Thirteenth Week.

JULIUS CAESAR.

Julius Caesar lived in the first century before the Christian era began. He was an athlete in early life and admirable in all manly exercises, especially riding. From his boyhood it was observed of him that he was the truest of friends, that he avoided quarrels, and was most easily appeased when offended. He was very kind hearted and courteous.

In his public life he may be regarded under three aspects—as a politician, a soldier, a man of letters.

Like Cicero, Caesar entered public life at the bar. He belonged to the popular party by birth, but showed no disposition to plunge into political agitation. His aims were practical. He made war only upon injustice and oppression; and when he commenced as a pleader he was noted for the energy with which he protected a client whom he believed to have been wronged. His powers as a speaker became strikingly remarkable. His aim as an orator was better government, the prevention of bribery and extortion, and the distribution among deserving citizens of some portion of the public land which the rich were stealing.

When anything was to be done Caesar always selected the man who was best able to do it, not caring who or what he might be in other respects. To this quality of finding out and choosing fit persons to carry out his orders may be ascribed the wonderful success of his own administration and the perfect quiet of Gaul after the end of the conquest.

Caesar became a soldier by accident, yet no commander ever lived who showed greater military genius. His greatest successes were due to the rapidity of his movements which brought him on the enemy before they heard of his approach. No obstacles stopped him when he had a definite end in view.

Cruelty originates in fear and Caesar was too indifferent to death to fear anything. He betrayed no passion but hatred of injustice. He moved through life calm and irresistible like a force of nature.

Cicero has said that in oratory Caesar surpassed those who practiced no other art. Most of his books and writings are lost; but seven books of commentaries on the wars in Gaul, and three books upon the civil war, remain. In his writings Caesar is always the same—direct, straightforward, unmoved save by occasional tenderness, describing with simplicity how the work which had been forced upon him was accomplished.

He wrote with extreme rapidity in the intervals of other labor; yet there is not a word misplaced, not a sign of haste anywhere. His commentaries are far superior to any other Latin composition of the kind.

Shakespeare's play "Julius Caesar" tells of Caesar's later life. In 44 B. C. he returned to Rome after having defeated Pompey's sons in Spain. He had been appointed consul for ten years and dictator for life. Antony had offered him the royal crown, which he had refused. One month later he fell under the swords of the assassins.

ALFRED THE GREAT

The greatest of kings who ruled over England in early times was Alfred, about whom many stories are told.

When Alfred was a boy very few people knew how to read, but Alfred set to work and soon accomplished what he had set himself to do. Only the monks and their pupils knew how to read in those days and even the greatest men could not write their names.

Alfred loved games too. He grew up fond of sports and hunting as well as of reading and study. He became a brave soldier and a favorite with all the people, high and low.

After his father's death, three of his sons became king in turn. For many years England had been troubled by the attacks of fierce warriors from over the sea. These were the Danes who were bold and daring in fight on sea and land. The English kings tried to drive them out, and won many battles against them. But as fast as one band was defeated another would land and come to its help.

Upon the death of his brother Ethelred, Alfred became king. He had to fight hard for his kingdom against the Danes. The story of "King Alfred and the Cakes" is famous in history. After many misfortunes in war, he finally conquered the Danes and made peace with them.

Great as he was in war, he was still greater in peace. No king did more for the real happiness of his people. He drew up laws for protection of life and property. He showed great favor to men of religion and learning. He was himself anxious to learn all that he could. He translated many Latin books into English for the use of his people. In his reign the Saxon Chronicle was begun. This was the story of England from Caesar's invasion to Alfred's own day.

Alfred is said to have invented a clever way of telling time. He noticed how evenly the candles used in his palace burnt down, and he found out by careful trial the size of a candle which would burn exactly three inches in an hour. He ordered candles a foot long to be made and marked off in inches, so

that each inch lasted twenty minutes, and the candle four hours.

Before his death he had more trouble with the Danes, but finally drove them out. He is called the founder of the British Navy. He took great pains in building ships which were able to drive away the ships of the Danes.

His advice to his son was: "Comfort the poor, protect and shelter the weak, right that which is wrong."

He was fifty-two years old when he died. His body was buried in a cathedral at Winchester.

Alfred's people loved and admired him; he was calm and patient, earnest and sincere, eager to please and do good, and careless of his own pleasure. Alfred the Truth-teller, they called him: afterwards known as Alfred the Great.

Fifteenth Week.

Printing.

Caxton at Bruges. During the autumn and winter of the year 1470 the town of Bruges in Flanders was a scene of unusual bustle and gayety. It was always a busy place; merchants flocked to its markets from every country in Europe; and there Margaret, Duchess of Burgundy, kept her court. But now its streets were more gay and busy than ever, for Edward the Fourth, King of England, held his court there. The great war between the houses of Lancaster and York was going on, and Edward, the head of the Yorkists, had been worsted and had fled from England to avoid capture.

It was natural for him to seek refuge in Bruges, for the Duchess of Burgundy, his sister, had become the wife of the great duke, known as Charles the Bold. Edward was therefore sure of a welcome at the duke's court, and he hoped to find there not only pleasant society, but also active help against his enemies at home.

Among the higher servants of Duchess Margaret was a certain William Caxton, an Englishman, who was born in the Weald of Kent, and who was at this time some forty-eight years of age. How Caxton came to enter the service of the Duchess is now known. As a boy he was apprenticed to Robert Large, a London silk merchant, who became Lord Mayor. On his master's death he settled in Bruges as a wool merchant, became prosperous and was made governor of all the English merchants in the town. In this important office he had to settle disputes between the traders, and to watch over the interests of English merchants generally.

A year after the marriage of Margaret, however, Caxton gave up his governorship and became a member of the Duchess's household.

What his duties were is uncertain, but he had so much leisure that he found himself in danger of becoming lazy. He tells us that to save himself from idleness he took a French book to read, and therein he found many strange and marvellous stories, in which he had great pleasure and delight.

Never having seen the book in English he thought he would translate it into his own language. He began the work in March, 1469; before the year was out he had finished only fifty pages, then he grew weary and laid the book aside.

The Duchess Margaret had seen Caxton's translation and was pleased with it; the book was the famous story of Troy, the great city of the ancient world which was besieged by the Greeks for ten years before it fell. When her royal brother Edward came to Bruges with many of his nobles they heard about Caxton's translation and were eager to read it. The Duchess therefore commanded him to finish his work, and in the next year the whole book was translated into English. By that time Edward had gone back to England with an army and had won the great battle of Barnet and Tewkesbury's, but there still remained several English noblemen at Margaret's court who desired copies of Caxton's book.

Several copies were written out, and Caxton worked hard at copying with his own hand. Requests for more copies came in rapidly as the book became known; and Caxton tells us that in writing the same his pen was worn out, his hand became weary and not steadfast, and his eyes were made dim by overmuch looking at the white paper.

Caxton Begins to Print.

Wearisome as it was, there had been, until this time, no other way of copying books than by writing them out. In the quiet of the monasteries, monks and their pupils spent long years in making copies of books, and there were also men who made copying a regular trade. Some of the copies thus written were beautiful works of art; the writing was carefully done, capital letters were often painted in colors, and the margins were decorated with colored pictures and elegant designs.

Such manuscript books were scarce and very expensive. The Duke of Burgundy once gave $275 for a single book. As most people never even saw a book, there was no need for them to learn to read, and very few people wished to do so.

A few years after Caxton's birth, people began to speak of a new and wonderful way of making books which had sprung up in Germany. It was so strange to them, and they so little understood it, that they actually thought those who practiced it were the servants of the Evil One, or magicians at best. Men had at last learned the art of printing. For many years small books and rough pictures had been made from wooden blocks engraved in a simple and clumsy fashion. It was not till near the middle of the fifteenth century that men first began to print from movable types.

At the time when Caxton had completed his translation of the "History of Troy," it chanced that one Colard Mansion, a skilful copyist, had just set up the first printing press in Bruges. Here was Caxton's opportunity for supplying copies of his book to all who wished for them. He paid Mansion to teach him the new art, and provided him with money to buy more types; he also suggested improvements in the form of the types.

The two men worked together, and at length, about the year 1474, the first book ever printed in the English language appeared; it was Caxton's translation of the French "History of Troy." It formed a large book of nearly eight hundred pages, and it must have taken a long time to print. Nowadays, when a book is set up in type, a printer can print many pages at once, and can make copies very rapidly by means of a press worked by steam. But at first every page was printed separately; the type was inked and the paper was put on and taken off by hand. Slow as it was, printing effected an immense saving of time and labor, for when once the type was set, a hundred copies could be printed in the time to take one.

The type that Caxton used was not at all like that used in printing this book. The letters were much larger, and in shape resembled those which are now called Old English.

Caxton in England.

Caxton, as might be expected of one who had been governor of the wool merchants in Bruges, was a good man of business. He saw that there would be a great demand for printed books and that a good living might be earned by anybody who set up as a printer. So after printing with Mansion a book called "The Game and the Play of the Chess," he sailed for England with his types and presses in 1476.

He took a house in Westminster, opposite the great door of the great abbey. The place was then called the Almonoy, and as houses were known by signs and not by numbers, Caxton took for his sign a pole painted red. His full address was therefore "At Westminster, in the Almonoy, at the Red Pole." When it had becom known that Caxton had set up a press at

(Continued on page 159)

HISTORY—5A

(*Continued from the March* 1921, MONOGRAPHS.)

(DETAILS OF WORK.)

The Beginning of Colonization.

Virginia—Virginia is situated on the Atlantic coast in about the central part. The climate varies in temperature from great mildness on the coast to extreme cold in the western mountain regions. The surface is quite irregular, having many mountains, plateaus and plains.

During the reign of James I. of England two companies, the London and Plymouth, were formed for the purpose of colonizing America. The London Company received a charter from the king for all land in the vicinity of the Potomac. Through the efforts of this company the first permanent settlement (Jamestown, 1607) was founded in America. The first colonists consisted of men who could not be successful. Many of the emigrants were "gentlemen unused to work" and filled with the idea of getting rich quickly and then returning to England. They were not persevering and industrious but were fond of gayety and luxurious living.

The original plan of colonial life (communism) tended to encourage them in their idleness and to discourage the few who were industrious. Trouble with the Indians added to their difficulties, and it is no wonder that the settlement almost failed. The colony was saved by Captain John Smith who secured food from the Indians and forced the colonists to work. After two years five hundred more colonists arrived. The newcomers were mostly jail birds or ruffians, John Smith was no longer there to direct the colony and soon the colonists became a prey to disease and famine. The colonists, therefore, decided to return to England, and had already sailed to the mouth of the James River when they met Lord Delaware with three ships, bringing an abundance of supplies. Again the colony was saved.

Lord Delaware was soon succeeded by Governor Dale. Dale brought about two great reforms which put the colony on its feet. He abolished the common storehouse (communism) and gave each settler a tract of land for himself for cultivation. From then on the colony began to prosper. Tobacco was successfully raised with large profits; the people realized the value of hard labor. The tobacco industry, nevertheless, led to two great evils, the indentured servants and slavery. The cultivation of tobacco in such large quantities required the employment of many men. Criminals were taken from the overcrowded prisons of England, and children and loafers were kidnapped and sent to Virginia as employees. These were called "Indentured Servants," because they were bound to labor for a term of years, until they were set at liberty.

In 1619, a Dutch captain, while coasting along Africa, stole twenty negroes. He brought them to the Jamestown colony and sold them as slaves. These negroes were put to work in the tobacco plantations and their services were found to be more valuable than that of the "Indentured Servant." The negro could stand the heat better than the white man and because of this cheap labor, slavery soon become a permanent institution in the South.

Eleventh Week.

Massachusetts—Plymouth Colony

Massachusetts is in the northeastern part of the United States. The state lies partly in the Appalachian highland region and partly in the low plateau and coast plain of New England. The deep indentations of the coasts have given rise to the name "Bay State." Excellent harbors are formed by Massachusetts Bay, Cape Cod Bay, and Buzzards Bay. Massachusetts has severe winters, but the summers are usually cool and delightful.

In the early part of the seventeenth century there were many people in England who did not like the ceremonies of the Church of England. These people wished to purify and simplify the Church of many of its ceremonies and so they were called Puritans. Since the government required universal church attendance a group of these Puritans found it necessary to separate from the Church and establish their own religion. This set was known as Separatists. The Puritans were persecuted everywhere in England; the Separatists were treated even more harshly. This band of Separatists therefore migrated to Leyden, Holland, where they could enjoy freedom of worship. They lived in Holland about thirteen years, when, fearing that their children might become Dutch instead of English, they returned to England and obtained permission from the King to settle in America. These are the people that are called Pilgrims on account of their wanderings for the sake of their religion.

In 1620, 102 Pilgrims set sail from England in a ship called the Mayflower. After a long and stormy voyage the band landed (Dec. 21, 1620) at a place which had been called Plymouth, by John Smith, when he made a map of the coast. Before landing, the Pilgrims drew up a set of rules which all the men signed. This Mayflower Compact bound them to loyalty to the king and to the making of "just and equal laws for the general good of the colony." Thus they began with self-government, every man having an equal share. The colonists chose John Carver as their governor. The suffering during the first winter was severe and before spring half their number was dead. When the Mayflower returned to England in the spring, not one asked to be taken back.

The leaders of the Plymouth Colony were: John Carver, the first governor, who made such a splendid treaty with the Indians, thus insuring the safety of the colonists; William Bradford, who was elected governor of the colonies annually for thirty years; and Captain Myles Standish, the military leader of the company, without whose counsel and sword it is doubtful if the colony could have succeeded. These stout-hearted leaders well represented the character of the Plymouth settlers.

Twelfth Week.

Massachusetts Bay Colony.

The trouble in England that caused the Pilgrims to migrate grew worse as the years went on. In 1625 Charles I. became King of England. He was worse than his father James I. had ever been and the Puritans were persecuted with shameful cruelty. Among the Puritans at home were now many men of great wealth and high standing. Many of these were watching the Pilgrim settlement at Plymouth, ready to come to America, themselves, if the chances seemed good. Encouraged by the success of the Pilgrims, many Puritans began to follow their example. In 1628 a company of 60 Puritans under the leadership of John Endicott migrated to America and settled at Salem, Mass. Soon after the company with many new members got a charter from the king, which gave it more rights and a much better standing. The Company was now called the Massachusetts Bay Company.

When, in 1629, Charles I. continued his tyrannical rule in England twelve leading Puritans met in consultation and agreed to head a great emigration to the New World, where with their charter they could enjoy a democratic government. In 1630, under the leadership of John Winthrop, about 1,000 Puritans sailed for Massachusetts and made settlements at Boston, Charlestown, Roxbury and Watertown. John Winthrop was made the first governor. Like the Plymouth colony they established a democratic government, but unlike the Pilgrims these men were men of wealth and culture.

To those who lived in ease in England, the new life was extremely hard. The food supply was scarce. One of their number wrote: "Bread was so very scarce that sometimes I thought the very crusts from my father's table would have been very sweet to me. When I could have meal and water and salt boiled together, it was so good who could wish for better?" Many of the colonists grew sick and about two hundred died, but there were no complaints. Thep kept on working and finally made their colony both a strong and prosperous one.

The settlers of Massachusetts came as parties and each one started a church and town for itself. The parish and the town were one. The Puritans were a very selfish people. They had no use for anyone who did not have their religion and they persecuted all non-believers. Quakers were not admitted to their colony. They forced that kind-hearted man, Roger Williams, to leave the colony because he preached against the bigoted ideas of the Puritans. The Church was a part of the government as much as it was in England, only it was a different church.

The Puritans did not neglect their education. In 1636 Harvard College was founded at Cambridge. About ten years later laws were passed that practically made education compulsory in all the settlements.

Chief among the leaders were John Winthrop, a man of strong and beautiful character who made a very wise governor; and Roger Williams, a man who believed in religious toleration for all and fair dealings with the Indians.

Thirteenth Week.

New York.

New York is in the northeastern part of the United States on the Atlantic coast. The surface of the state is made up of four regions of mountains and plateaus and three great valleys. The highlands are the Adirondacks, Catskills, and the Hudson highlands. The lowlands are Hudson, Lake Ontario and St. Lawrence, and Mohawk Valleys. New York has cold winters, but the summers are usually cool.

In 1626, Peter Minuit was sent over from Holland as governor of the colony. In that year he founded New York City which he purchased from the Indians with beads and trinkets worth about twenty-four dollars. The early settlers opened a very successful trade with the Indians, with whom they kept on good terms. The colonists, however, did not cultivate the soil in their desire to get rich very quickly and therefore their settlements did not prosper.

To encourage the emigration of more settlers, who perhaps would give some of their attention to the soil, the government of Holland granted a new charter to the West India Company by which the patroon system was established. Any member of the company who would take or send out fifty settlers was given a large tract of land. Such a landowner, or Patroon, might own an estate with a water front of sixteen miles if on but one side of the river, or of eight miles if on both sides of the river. The Patroon might extend his estate as far inland as he wished. The Indians were to be paid for the land, but it was easy to settle with them, for they placed little value on the land. Between the Patroon and tenant the following agreements were made:

Patroon 1. To pay expenses of emigrant's passage from Holland.

2. To stock a farm for him on his estate with horses, cattle and all necessary agricultural implements, at a small rent, and free from taxes.

3. To provide and support a minister and a school-teacher.

Tenant, 1. To cultivate the Patroon's land for ten years, and not leave it without permission.

2. To give the Patroon first opportunity to buy any grain or other produce he might have to sell.

3. To bring all disputes to the Patroon's court, of which the Patroon himself was judge.

Fourteenth Week.

New York (Continued).

A number of wealthy members of the company came to New Netherlands and took up great tracts of land, on both the Hudson and Delaware Rivers. By thus bringing in so many farmers and improving the country, they gave strength to the colony and made the settlement a permanent one. Then began the cutting down of forest trees, the planting of fields and the building of strong houses. After a ten year's trial of the Patroon system, it was found for the good of the colony something was needed for giving poor men a chance to farm for themselves. Accordingly many grants of small farms were given to these people. This produced good results and the colony grew in numbers and in strength.

There was very little political freedom in the colony. The Patroon was at once owner, ruler and judge, while the tenant must necessarily bow to the wishes of his master. The governors sent over from Holland also ruled with absolute power, thus adding to the burden of the settler. As the years passed, the people came to dislike the rules of the governors, and they chafed under the control of the Patroons. The Dutch turned their eyes with envy to their New England neighbors, who, in their town meeting enjoyed local self-government. It is no wonder that the Dutch were willing to forsake their country in 1664 and seek the representative government of the English.

At this time the Dutch were the great naval and commercial rivals of England. The English were jealous of their rivals because of (1) the lucrative fur-trade of the Dutch, (2) the Dutch held the best harbor on the Atlantic coast, (3) New Netherlands separated the English colonies north and south and England thought it advisable that a union of the colonies should be attempted. England now suddenly brought forward her claim to New Netherlands, basing her claims on the discovery of the Cabots. Accordingly, in 1664, while Holland and England were at peace, Charles II. sent over a fleet to attack the Dutch colony in the new world. The governor of the colony, Peter Stuyvesant, was wholly unprepared for the attack. He bravely tried to arouse the Dutch to defend their settlement. The people, however, were tired of the misrule of the Dutch and were glad to accept a change. Thus, without a blow, New Amsterdam fell into the hands of the English. Charles II. gave the territory to his brother, the Duke of York. The name of New Amsterdam was changed to New York in his honor.

Chief of the leaders of the colony was the one-legged governor Peter Stuyvesant. Although a tyrant in his rule, the governor did many things to warrant calling him a leader of the colony. The colony needed a strong man like Stuyvesant or the colony, perhaps, would not have held together. At the time of the conquest of the colony Stuyvesant's appeal to the people not to yield was characteristic of his strong nature. "I would rather be carried to my grave," he cried, "than surrender to the English."

HISTORY—5B

(*Continued from March*, 1921)

THE FRENCH AND INDIAN WAR (*Continued*)

After the war these results may be noted: (1) Sectional differences among the colonies disappeared; (2) there was a strengthened feeling of union because of habit of working together; (3) the war trained thousands of resolute men in the use of arms, and practically served as a training school for the War of Independence; (4) the colonists were made to realize their own strength. In case of injury the colonists would band together, fight, and would not ask aid from England.

Eighth Week.—THE AMERICAN REVOLUTION.

Causes of the Revolution in general: (1) The Navigation Acts. (2) English colonial policy.

Ninth Week.

Preliminary Incidents: (1) Writs of Assistance—James Otis. (2) Stamp Act—Patrick Henry. (3) Boston Massacre. (4) Boston Tea Party. (5) Boston Port Bill. (6) Com-Congress.
mittees of Correspondence—Samuel Adams and Continental

Chief Events: (1) Lexington. (2) Concord. (3) Bunker Hill. (4) Washington appointed Commander-in-Chief. (5) Evacuation of Boston.

Eleventh Week.

(1) Declaration of Independence—Jefferson. (2) Causes of revolution as enumerated in the Declaration of Indedendence.

Twelfth Week.

Long Island, New York in the Revolution with reference to: (1) Battle of Long Island. (2) Sons of Liberty. (3) Capture of Nathan Hale. (4) Battle of Harlem Heights. (5) White Plains. (6) Fort Washington.

Thirteenth Week.

(1) New Jersey in the Revolution: Trenton and Princeton. (2) Burgoyne's Campaign. (3) The Battle of Saratoga.

Fourteenth Week.

(1) Philadelphia in the Revolution. (2) Battles of Germantown and Brandywine. (3) The French Alliance. (4) Valley Forge.

Fifteenth Week.

(1) Arnold's treason. (2) Capture of Andre.

Sixteenth Week.

(1) The American navy. (2) Paul Jones and fighting on the seas.

Seventeenth Week.

(1) Yorktown. (2) Results of the war.

Eighteenth Week.

Historic landmarks and monuments in the City of New York. To be identified and connected with the historic facts, such as the Battery, Fraunce's Tavern; statues to Revolutionary heroes, such as Washington, Hamilton, Nathan Hale; Tablets on Harlem Heights and at McGowan's Pass, Jumel Mansion, monuments to the Prison ship Martyrs and to the Marylanders, and tablets connected with the Battle of Long Island.

Nineteenth Week.

Any occurrence that can be connected with the topics of the grade, and any other occurrence that may become historical in significance.

Twentieth Week.

General Review. Memorization.

The following dates and events associated with them should be memorized.

Review of 5A and add:

1759 Fall of Quebec.
1776 Declaration of Independence.
1776 Battle of Long Island and of Trenton.
1783 Treaty of Paris.

DETAILS OF WORK.

Eighth Week—THE AMERICAN REVOLUTION.

Causes of the Revolution in General.

(1) Remote. (a) England's desire to rule the colonies absolutely. (b) The colonies' love of freedom and objection to this desire. (2) Secondary. (a) Unjust treatment by the English. (b) Navigation acts. (3) Immediate. (a) Taxation without representation. (b) Writs of Assistance (1761). (c) Stamp Act (1765). (d) Townsend Act (1767). (e) Mutiny Act (1768). (f) Boston Massacre (1770). (g) Boston Tea Party (1773). (h) Boston Port Bill (1774).

The Navigation Acts.

The Navigation Acts and Laws of Trade required that:

(1) All trade between the colonies should be carried on in ships built in England. Result—Shipbuilding industry in colonies ruined.

(2) The colonies should export their products, as sugar, tobacco, iron, furs and lumber, only to England or English colonies. Result—The act cut off our trade with other countries, and forced the colonies to sell their goods cheaply so as to give England her profit.

(3) All European goods must be bought in England, and brought over to the colonies in English vessels. Result—The colonists were at the mercy of English merchants, and had to pay higher prices for European goods.

(4) Colonists must not manufacture any article that was manufactured in England. Result—Manufacturing in the colonies crippled.

The Navigation Acts were first passed in 1651, at the time when Cromwell wished to cripple the colonial trade of her great maritime rival, the Dutch. The Navigation Acts served their purpose, and did transfer all the colonial trade to England. But England forgot to remove these obnoxious laws. For more than a century they remained as laws of the land. The colonists evaded the laws, and began smuggling. They had to do this to make any profit. England knew this, and at that time did nothing to prevent the smuggling or

to adjust the laws. Her ministers were shiftless, and let matters alone. The colonists accustomed themselves to the art of smuggling, and in some places it was done openly. The Revolutionary War began when England tried to enforce the antiquated Navigation Laws, and to stop the "habit" of smuggling.

Ninth Week.

PRELIMINARY INCIDENTS.

Writs of Assistance (1761)—James Otis: One of the means used to enforce the navigation laws and prevent smuggling was the "Writs of Assistance." The "Writs" were search warrants that gave officers the right to break into houses and search for smuggled goods. James Otis, of Massachusetts, attacked them in a speech, declaring they were not legal, and that "taxation without representation is tyranny."

Stamp Act (1765)—Patrick Henry: This act required the colonists to place stamps on all legal papers, public documents, newspapers, and almanacs. Legal papers not stamped were to be of no value in law. Patrick Henry ,a young Virginia lawyer, and at this time a member of the House of Burgesses, declared that the assembly of Virginia had the sole right to tax the people of that province. His speech is well remembered. "Caesar had his Brutus, Charles the First his Cromwell, and George the Third ——" "Treason! Treason! shouted some of the members —— "may profit by their example. If that be treason make the most of it!"

Boston Massacre (1770)—British soldiers had been sent over from England to collect the "hatred" taxes. There were frequent quarrels between the citizens and the soldiers in Boston. The Boston massacre was the result of a collision between the two. The soldiers fired into a crowd of men and boys, killing four persons and wounding several others. Indignation was widespread. The next day an immense meeting was held at the old South Meeting House.

Committees of Correspondence—Samuel Adams: Samuel Adams was the leader of the Bostonians in the cause of liberty. He proposed that each town appoint a committee to communicate with committees of other towns about the wrongs of the colonies. These committees were known as Committees of Correspondence."

Boston Tea Party (1773)—England was alarmed at the anger of the colonists and removed all taxes except the tax on tea. When ships loaded with tea came to Boston a meeting was held under the leadership of Samuel Adams and a committee was sent to ask the governor to send the tea ships back. The governor refused to do this. Then a body of men disguised as Indians, boarded the ships and, breaking open the chests, emptied the tea into the harbor. This is known as the Boston Tea Party.

Boston Port Bill (1774)—This bill was passed to punish Boston for the "Tea Party." This act closed the port of Boston until the tea was paid for. This caused a great deal of distress. Through the Committees of Correspondence the other colonies were notified. They at once sent food and money to help the people of Boston.

Continental Congress (1774)—In this year it was decided that delegates from all the colonies meet at Philadelphia to talk over the means of resisting oppression. The congress met in Carpenter's Hall.

Tenth Week.

CHIEF EVENTS.

Lexington and Concord (1775)—In Massachusetts under the lead of John Hancock and Samuel Adams, the people began to collect arms and drill men. These men were known as "minute men," because they were trained to be ready to fight at a minute's notice. These supplies were hidden in Concord, about twenty miles from Boston. General Gage, Military Governor of Massachusetts, heard of this new movement and sent out troops to arrest the leaders and destroy these stores. But the Bostonians were on the watch and with the help of Paul Revere, the minute men were warned of the coming peril. When the British reached Lexington, a town on the road to Concord, they were surprised to see the "minute men" drawn up on the green. General Pitcairn, the British commander, called upon them to disperse, but the "minute men" did not budge. The British fired, killing a few men. The Revolutionary War had begun.

The red coats marched on to Concord and destroyed all the military stores the Americans had not had time to hide. Here again the British met a group of "minute men," who held their ground against their fire. But now the Americans began flocking to the scene of battle from all sides and the British were forced to retreat to Boston. On the march the red coats were fired upon by Americans who hid behind trees, fences, rocks, etc. The British were only saved by meeting on the way reinforcements from Boston.

Bunker Hill (1775)—General Howe, now commander of the British forces in place of General Gage, decided to occupy the hills known as Bunker Hill and Breed's Hill, overlooking Boston. If the Americans secured these hills it would be very difficult for the British to remain in Boston. But the Americans were too quick for Howe, for, on the night of June 16, Colonel Prescott, with one thousand men, seized Breed's Hill and began to throw up fortifications. All night they toiled and threw up earthworks. Imagine the surprise of the British the next morning. Howe determined to assault the hill and he sent three thousand picked British veterans for the work. As the British marched up the hill, Prescott, knowing their powder was scanty, said to his men: "Aim low! Wait till you see the whites of their eyes." They did wait, and then poured forth such a volley that the British lines broke and retreated in disorder. The red coats made a second charge and again were repulsed. They tried a third time and captured the hill, as the Amricans had run out of powder. The British won the day, but with heavy losses. The Americans won a great moral victory, because they proved to the British that our raw recruits could withstand the fire of their regulars.

Washington Appointed Commander-in-Chief—Meanwhile a second Continental Congress had met at Philadelphia. It resolved that the colonies should unite against England, that an army should be raised, and that George Washington should be appointed commander-in-chief. On July 3, 1775, Washington formally took command of the American army under the famous elm still standing at Cambridge near Harvard University. His army was in no condition for fighting and for the next eight months he trained and disciplined his troops.

Evacuation of Boston (1776)—Early in March, 1776, Washington seized Dorchester Heights on the south side of Boston, fortified them, and gave Howe his choice of fighting or retreating. The British remembered Bunker Hill and so thought it wise to evacuate Boston. Howe and his army sailed for Halifax, March 17, 1776.

Eleventh Week.

Declaration of Independence (July 4, 1776)—Ever since the first shot was fired at Lexington many people believed that the independence of the colonies must be secured. The Continental Congresses had sent messenger after messenger to England with petitions of conciliation, but in vain. Early in June, 1776, Richard Henry Lee, of Virginia, obeying the voice of his colony, introduced in Congress (second Continental) his famous resolution of independence for the colonies. The other colonies stood by Virginia and the Congress appointed a committee, consisting of Thomas Jefferson, chairman, John Adams, Benjamin Franklin, Roger Sherman and Robert R.

HISTORY—6A

(Continued from the March, 1921, Number.)

PLAN OF WORK.

Fifth Week.

(1) The purchase of Louisiana. (2) Expedition of Lewis and Clark.

THE WAR OF 1812.

Sixth Week.

Causes: (1) Maritime difficulties of the United States. (2) Jay Treaty, 1794. (3) Embargo Act, 1807. (4) Non-Intercourse Act, 1809. (5) General causes.

Seventh Week.

Sea fights: (1) Constitution and Guerriere. (2) Chesapeake and Shannon. (3) Battle of Lake Erie.

Land Fights: (1) Capture of Detroit. (2) Burning of Washington. (3) Battle of New Orleans.

Eighth Week.

Results of the war: (1) Expressed in the treaty. (2) Commercial independence.

NEW LEADERS.

Ninth Week.

(1) Andrew Jackson. (2) Daniel Webster.

Tenth Week.

(3) Henry Clay. (4) John C. Calhoun.

DETAILS OF WORK.

Fifth Week.

PURCHASE OF LOUISIANA (1803).

The greatest event of Jefferson's administration was the purchase of Louisiana. The territory lying between the Mississippi and the Rocky Mountains had been given to Spain by France under the treaty of 1763. But the great Napoleon dreamed of establishing a new French colonial empire, and accordingly in 1800, by a secret treaty with Spain, France regained her territory. At this time the port of New Orleans was closed to American producers of the Ohio valley by the Spanish authorities. Closing the Mississippi to our trade meant commercial ruin. The farmers urged Jefferson to get control of the outlet of the Mississippi and thus assure the free navigation of the river.

President Jefferson therefore sent envoys to France to purchase West Florida and New Orleans. It was an opportune time for the Americans. Napoleon Bonaparte, who was then about to engage in a war with England, was afraid of losing the territory. For that reason he was willing to sell the entire strip—especially as he was in great need of money to combat with his foes. The result was that we purchased from France, in 1803, for $15,000,000 the immense Louisiana territory, about one million square miles. By this master stroke Jefferson doubled the area of the United States.

The purchase of Louisiana had five important results: (1) It kept France from planting colonies in this country and so avoided disputes with that country; (2) it prevented England from getting it; (3) it gave us an immense tract of fertile land for less than three cents an acre; (4) it gave us control of the Mississippi; (5) it added much to the strength of the national government.

EXPEDITION OF LEWIS AND CLARK (1804).

In 1804, President Jefferson sent out Lewis and Clark to explore the new territory. They started from St. Louis (May 14) and followed the Missouri River until late in October, when they encamped for the winter near the site of Bismarck, North Dakota. Early in the spring (1805) they continued their journey and reached the Rocky Mountains. On reaching the Columbia, that river which Captain Grey had discovered fourteen years before, they floated with its current. Their journey was full of hardships, but they were repaid with many romantic scenes. They met and made friends with many Indian tribes.

On the morning of November 7, 1806, after a journey of a year and a half through the wilderness, they saw for the first time the Pacific Ocean. After spending the winter on the coast, they returned to the east, reaching St. Louis in September, 1807. In two and one-half years they had traveled, in all, about nine thousand miles in boats, on horseback and on foot through a wilderness inhabited by savages. Lewis and Clark's expedition gave the people of this country their first ideas of the natural wealth and wonders of the Great West. It was largely on this expedition of these two great pioneers that our government forty years later 1846 based its claim to the Oregon territory, when the settlement was made with Great Britain.

Sixth Week—THE WAR OF 1812.

Causes of the War.

As early as 1790 Great Britain claimed the right to stop any of our ships on the sea, and search them for British subjects. England, in her desire to obtain more sailors for her navy, often pressed many American seamen into her service. America was indignant because of this outrage. England at that time was at war with France and, in order to cripple the commerce of France, forbade our ships to trade with her colonies. In 1794 Washington sent John Jay to England to adjust the commercial difficulties with England, stop the impressment of American seamen, and adjust the boundary conflicts caused by the late war. In this mission Jay partly succeeded, and a treaty was made with England, known as the Jay Treaty of 1794. The treaty was the best that could be had at the time, although none of the outrages were stopped.

In 1806 the rival powers of Europe were again at war. England and France tried to starve each other into submission by injuring their trade. England passed laws (Orders in Council 1806 and 1807) to prevent other countries from trading with France, and France passed laws (Berlin Decree and Milan Decree) to prevent trade with England. These laws were very bad for our commerce, as Americans did a lucrative trade with both countries. The American ship owner was caught by the English when trading with the French, and caught by the French when trading with the English. Hundreds of our vessels were so captured and sold. The people of New England were especially indignant because she was largely engaged in this commerce.

Hoping to force England and France to repeal these hateful laws, Congress passed the Embargo Act in 1807, which forbade American vessels to set sail to any foreign port, and foreign vessels to load in American ports. Jefferson thought England and France stood in such need of our trade that they would soon come to terms. In this the President was mistaken. Our trade was not needed. As a result our ships lay idle in their ports. Our commerce was destroyed and business distress became very severe. Such a clamor was raised that after fourteen months of trial the Embargo Act was repealed. Nev-

ertheless, Congress did not wish to "give in," and accordingly passed a Non-Intercourse Act in 1809, allowing American vessels to open trade with all the world except with England and France, as a substitute for the Embargo. This act somewhat relieved the distress caused by the Embargo.

This, however, did not stop the commercial disputes. It seemed that we could not hold amicable relations with these two foreign powers. Many Americans believed there was quite as much reason why we should go to war with France as with England. But the English seemed to be irritating us more than the French. They still insisted upon the "right of search." England believed that we were favoring France, and therefore purposely waited for our ships off our eastern coasts. We were too weak to fight with both of them, and since the stronger of the political parties (Democratic-Republican) sympathized with France, war was declared with England on June 18, 1812.

Seventh Week.

SEA FIGHTS.

When the war of 1812 opened, little was expected from our navy. England's navy contained about 1,000 vessels. It was greater than the combined navies of the World. Yet the Americans with a dozen ships were able to show the English that they had an efficient navy, although a small one. The first sea fight of importance was the conflict between the "Constitution" and the "Guerrière." The "Constitution," while cruising off the coast of Nova Scotia, met the "Guerrière," a British man-of-war. The ships were evenly matched. In about a half an hour, the fire of the "Constitution" had so badly smashed the "Guerrière" that she surrendered. The British ship sank. The American vessel was not damaged to any extent. From that day the "Constitution" was known as "Old Ironsides." England now felt that America could fight.

LAND FIGHTS.

In the war of 1812, the Americans were more successful in their sea fights than in their land fights. When the war opened it was our plan to attack Canada and if successful to annex the country. General Hull was ordered to take Detroit and push his way across the Canadian border. When Hull reached the walls of Fort Detroit, he was told that a large force of British and Indians were waiting for him. Without waiting to be attacked, without firing a single gun at the enemy, Hull surrendered his army to the British. He had been tricked by the British by a false story. With Hull's surrender we lost an army and all our northwestern possessions.

In August, 1814, a British fleet sailed into Chesapeake Bay and landed an army which marched against Washington. The British met the Americans about six miles from the city. Here General Winder, an incompetent commander with 6,000 untrained Americans, tried to stop the British advance. The Americans were routed and fled. The British entered the city and disgraced their victory by burning the capitol and other government buildings.

In but one instance did the Americans win a glorious land battle. It was the battle of New Orleans, fought on June 8, 1815. In the fall of 1814 England sent a fleet, bearing an army of 12,000 veterans, under command of General Pakenham, to take New Orleans and thus control the Mississippi River. General Andrew Jackson was in command of an army of 6,000 men, whose duty it was to hold the fortifications at New Orleans. The British met a sturdy foe in Jackson. In less than half an hour Pakenham was killed and the enemy had lost 2,000 men to our 71. For three hours the English endured the deadly fire of the Americans. The British then surrendered. It was a wasted battle, for peace had already been declared (Dec, 24, 1814—Treaty of Ghent).

Eighth Week.

RESULTS OF THE WAR.

The war closed without either side being victorious. By the Treaty of Ghent, 1814, not a word was said about the imprisonment of American sailors, nor about the right of search, nor about meeting the Indians to attack our frontier, all of which Madison had declared to be causes of the war. Yet we gained a great deal.

(1) England stopped all the outrages mentioned as causes of the war.

(2) Our naval victories made us the equal of any maritime power.

(3) It gave the United States a position of respect and honor among the nations of the world. It showed foreign nations that any attempt to establish themselves on the territory of the United States would be useless.

(4) During the war our commerce was cut off. It was impossible to pass the English blockade and procure any manufactured articles from abroad. In order to meet this emergency the Americans turned to manufacturing. Mills and factories were built and manufacturing began to flourish. In this way the war made us independent of European manufactures. Our manufactures have grown rapidly ever since the war of 1812. The greatness of many of our New England manufacturing cities, such as Fall River, Lowell, Lawrence, Lynn, Worcester and Manchester, had its beginning in that war.

(5) In order to protect these new born industries against foreign competition, Congress enacted a protective tariff. This was the beginning of our "protective tariff" system.

The war of 1812 may well be called the Second War of Independence. In the Revolution the Americans fought for their political independence of England; in the war of 1812 they fought for their commercial independence of Europe.

Ninth Week.

New Leaders.

ANDREW JACKSON (1767-1845).

Andrew Jackson, the seventh president of the United States, was born in South Carolina in 1767. In his youth he was forced to struggle with poverty, and received almost no schooling. Andrew, though but 13 years old, fought under Sumter in the Revolution, and remained with the army until the end of the war. In 1784 he began the study of law at Salisbury, N. C., where in 1788 he was admitted to the bar. Almost immediately he became the public prosecutor of Eastern Tennessee. Jackson performed his duties with great efficiency and became one of the most influential men of the community. In 1796 he was a member of the convention which modeled the constitution and organized the state of Tennessee. He was elected first representative to Congress (1796-97), United States Senator (1797-8) and Justice of the Supreme Court of Tennessee (1798-1804).

He served with distinction in the War of 1812 and defeated the English at the battle of New Orleans December, 1814. The result of this action gave General Jackson a great and enduring popularity. After Spain has ceded Florida to the United States he was made governor of the territory, and subsequently was chosen United States senator from Tennessee. In 1828 he was elected President by the Democrats and in 1832 was re-elected by a still more overwhelming majority. His presidency was marked by his long and bitter fight against the second United States bank, by his adoption of the "Spoils System," by his firm stand against nullification in South Carolina, and by his firm stand against national internal improvements. He retired from office with undiminished popularity and died in 1845.

(Continued on page 157)

HISTORY—6B

(*Continued from the February,* 1914, *Number.*)

Fifth Week.

(1) Secession of the Southern States. (2) Formation of the Confederacy.

Sixth Week.

(1) The life and work of Jefferson Davis. (2) Fort Sumter.

Seventh Week.

(1) The Monitor and the Merrimac. (2) The Emancipation Proclamation.

Eighth Week.

(1) Battle of Gettysburg. (2) Siege of Vicksburg.

Ninth Week.

(1) Sherman's march to the sea. (2) Grant and Lee at Appomattox.

DETAILS OF WORK.

Fifth Week.—SECESSION.

The threat to secede from the Union was very old; it had been indulged in by many States North and South, and it usually created little fear. But the election of Lincoln stirred the South. They felt that Lincoln would not harbor any Southern views and immediate action was necessary. This time the South was in deep, deadly earnest. They looked forward to secession.

The ground on which the South based its fight to secede was that of States' Rights. According to this doctrine the Union was a compact of sovereign States, and the powers of the central government were strictly limited. A State could refuse to obey a law of Congress which it considered unconstitutional, and had the right to secede from the Union if it thought that course necessary. The pretext for secession at that time was issued by South Carolina, who in the "declaration of causes" said: "That thirteen of the Northern States had passed personal liberty laws, in violation of the constitution; that the anti-slavery agitation of the North had rendered property in slaves insecure; and that a man whose opinions and purposes were hostile to slavery had been elected President of the United States."

South Carolina was the first State to secede. On December 20, 1860, an ordinance of secession was passed by the legislature of that State. The waiting crowds outside the capitol greeted this decision with uncontrollable cheers, with booming of cannons and tolling of bells. Within six weeks six more States followed her example, Mississippi, Florida, Alabama, Georgia, Louisiana and Texas. Virginia, North Carolina, South Carolina and Tennessee joined the Confederacy a few months later, making eleven States in all.

Formation of the Confederacy.

In February, 1861, a convention of delegates from the seven seceding States met at Montgomery, Ala., and framed a government under the name of the Confederate States of America. A constitution was adopted. The Confederate constitution was modeled closely after that of the United States, except that it provided for slavery and prohibited a protective tariff. Provision was made for the admission of new States. In accordance with this provision the four States mentioned above were admitted to the Confederacy. In July of that year Richmond, Va., was made the capital. Jefferson Davis, of Mississippi, was chosen President and Alexander H. Stephens was given the Vice-Presidency. Jefferson Davis chose a Cabinet of six members, one from each of the seceding States, except his own. Thus within three months after the election of Lincoln, and one month before his inauguration, seven of the Southern States had withdrawn from the Union and had set up a government of their own.

Sixth Week.

Jefferson Davis (1808-1889).

Jefferson Davis was born in Fairview, Ky., on June 3, 1808. As a youth he studied for a time at Transylvania University, Lexington, Ky., graduated at West Point in 1828, served in the Black Hawk War, and in 1835 resigned from the army. He first made himself conspicuous as a member of the House of Representatives and afterward of the Senate, in which he represented the State of Mississippi. At the beginning of the Mexican War he left Congress, and engaged actively in the contest, where he particularly distinguished himself. In 1853, President Pierce appointed him Secretary of War; at this period he exercised a powerful influence in the administration—ruling the President as well as the greater number of the Cabinet. When Buchanan became President he left the Cabinet, but received the office of Senator from Mississippi, which position he retained till the secession of his State.

On February 18, 1861, Davis was chosen President of the Confederate States and re-elected for six years in 1862. Though his high character and his devotion to the Confederacy were everywhere recognized, his administration met with severe criticism from the beginning. His government was virtually a military autocracy. He seems without question to have interfered injuriously with his generals in the actual execution of campaigns. Throughout the war, however, he did much to inspirit the people of the South, and he himself was one of the last to despair of success. After the fall of Richmond, Davis was captured when endeavoring to escape in 1865, and was kept a prisoner in Fortress Monroe for two years. He was released on bail in 1867, and finally set at liberty by the general amnesty of December 25, 1868. After his release he traveled abroad and passed the last years of his life in retirement.

Fort Sumter (1861).

As soon as the Confederacy was formed, the States at once began to seize upon all the national property within their borders, such as forts, custom houses, post offices and light houses. Fort Sumter, commanded by Major Anderson, of the United States Army, in Charleston Harbor, was one of the few which had not been captured by the South. President Buchanan sent the steamer Star of the West with men and supplies for Major Anderson early in January, 1861, but the people of Charleston, S. C., fired upon the steamer and prevented her reaching the fort. Early in March, Lincoln, now President, learned that the fort for want of food could not hold out very long. The President meant to hold Federal property and immediately sent relief to Major Anderson, but it arrived too late.

Under orders of President Davis of the Confederacy, the Confederate force of about 7,000 opened fire on Fort Sumter April 12, 1861. Major Anderson with his famished army of 80 men returned the fire. The Civil War had begun. The garrison at the fort bravely defended its flag. For thirty-four hours nineteen batteries rained shot and shell against the fort which continued to fire back. On the morning of April 13 the fort was set on fire by the foe, but still the Yankees held on. At last, seeing that there was no hope of obtaining supplies, Major Anderson was compelled to surrender. On April 14, 1862, he gave up the fort to General Beauregard, the Confederate commander. The garrison was permitted to return

to New York. The South did not realize that they had drawn first blood in this great Civil War. Both sides now called for volunteers and began organizing their armies.

Seventh Week.

The Monitor and the Merimac.

The most famous of all naval duels, and one of the most important in the world's history, was that between the Monitor and the Merrimac at Hampton Roads on Sunday, March 9, 1862. At the beginning of the war the Confederates seized the navy yard at Norfolk, Va., and got in possession of the U. S. Warship, the Merrimac. They iron plated this vessel and sent her out to destroy the Union ships which were then blockading the Southern ports. The Union vessels were made of wood and the balls from their guns could not penetrate the four-inch plate of the Merrimac. The Merrimac advanced single-handed to meet a fleet of five Union Ships off the coast of Hampton Roads about noon of March 8, 1862. The Unionist could not pierce the iron sides of the Merrimac. So destructive was the fire of the ironclad that the entire fleet was threatened.

The news of this fearful day's work created consternation in the North. "The Merrimac," said Secretary Stanton, "will change the whole character of the war; she will destroy every naval vessel, she will lay all the cities on the sea coast under contribution." To cope with this danger the North had also been preparing an ironclad, the Monitor, the invention of Ericsson.

On the night of March 8, 1862, the Monitor arrived on the scene. The next day the Merrimac returned to complete the destruction of the fleet, when she observd a strange craft, looking like a "cheese box on a raft" confronting her. A terrible battle took place. The duel continued over three hours and ended in a draw. The Merrimac had met her match and could no longer attempt to break the blockade. The Monitor had saved the Union. This battle between the ironclads completely revolutionized naval warfare, for it showed that wooden war vessels were useless.

The Emancipation Proclamation (1863).

At the beginning of the war it had not been the intention of the North to interfere with slavery in the South. The keynote to Lincoln's inaugural address was the "preservation of the Union." But as the war proceeded it was seen that the slaves in the South were helping the Confederates; they were used in the barricades, and were helpful in procuring food for the Southerners both at home and in the army.

As commander-in-chief of the army President Lincoln thought it expedient to stop this. As a military measure he had the authority to set free all slaves in territory conquered by the Union armies. On September 22, 1862, he warned the seceded States that unless they returned to the Union before the first of the year he would set the negroes free. The States did not return. The President waited for a Union victory before issuing a proclamation to that effect. The Battle of Antietam was the signal and, accordingly, on January 1, 1863, Abraham Lincoln issued the famous Emancipation Proclamation, which freed all the slaves in those States of the South which were in rebellion. From that time the North fought not only for the Union, but for the abolition of slavery.

The results of this praclamation were very important. The issue of the war was made plain to the world. Important European countries had abandoned slavery in 1830 and now they could not in any way support the South. The measure also weakened the Confederates. Negroes deserted the South by the thousands and enlisted for the North. Before the end of the war there were as many as 180,000 blacks, who made good soldiers in the armies of the North. The South, however, did not recognize their former slaves as soldiers. This led to many misunderstandings and ended in stopping all exchange of prisoners, thus causing a great deal of suffering.

Eighth Week.

Battle of Gettysburg (1863).

Elated by the victories of Fredericksburg and Chancellorsville, Lee made a second attempt to enter the Northern territory and compel the Union government to make a favorable peace. Early in June, 1863, he moved down the Shenandoah valley with about 70,000 men and moved into Pennsylvania, intending to take a few important cities of the North. Lee hoped to win a decisive battle. He believed that such a victory would lead England and France to recognize the independence of the South.

The North was full of alarm. General Meade, who had superseded Hooker as commander of the Army of the Potomac, was sent with 90,000 men to stop Lee. On July 1 the armies met at Gettysburg, the Confederate occupying Seminary Ridge, while the Union forces held Cemetery Ridge nearly opposite. (See map in any history.) Here one of the most important and decisive battles of the war took place. Both sides fought with desperate courage. The battle raged for three days. On each of these days the Confederates made desperate attempts to displace their foe from their stronghold on the Ridge. On the first day General Hancock stopped their advance, although the Confederates gained a decided advantage. On the second day General Warren defended it successfully. On the third day General Lee massed the flower of his army for a last assault upon the Union center. Fifteen thousand men led by General Pickett moved upon the hill. General Hancock and his Union forces watched the line approaching. When they were within striking distance, the Union artillery blazed forth. Great holes were torn in the Confederate ranks. They never faltered, but closed up and moved on. Pickett's men reached the first line of Northern troops. The struggle that followed was terrific. The Confederates were repulsed. The failure of Pickett's charge insured Lee's defeat. Lee retratd across th Potomac. Gettysburg was the decisive battle of the war. From then on the cause of the South was doomed.

Siege of Vicksburg (1863).

While the Battle of Gettysburg was raging, another battle of almost equal importance was being fought at Vicksburg, on the Mississippi. Vicksburg and Port Hudson, held by a strong Southern force under General Pemberton, were the only Confederate strongholds left on the Mississippi. General Grant spent months in an effort to take Vicksburg from the North, but with no success. Grant then made an atack from the South

Ninth Week.

Pemberton marched out to meet Grant, hoping to unite with Johnson, who was hastening to join him. In a number of battles General Grant defeated Pemberton before Johnson could meet him. Johnson was driven off the field. Pemberton was forced to retreat to Vicksburg. For several weeks following Grant and Sherman with a total force of 70,000 besieged Vicksburg.

Day and night the Union forces moved their lines closer. For weeks the armies bombarded each other. All supplies were cut off. Food had become so scarce that the Confederate troops lived on half rations. The town was so knocked to pieces with shot and shell that the women and children were forced to live in caves dug in the earth. They, too, lived on a few mouthfuls of food a day, often resorting to "mule steaks." On July 4, 1863, General Pemberton was forced to surrender his whole army to the Unionists. Famine had forced them to give up their town; had they not given it up, Grant's army would have dug down or blown up this "Gibraltar of the Confederacy."

HISTORY—7A

(*Continued from the March,* 1921, MONOGRAPHS.)

Conditions leading to the discovery of America:
(1) The inventions of
The mariner's compass
Printing
The use of gunpowder.
(2) The fall of Constantinople and the resulting unsafety of the trade routes to India.

PRINTING.

The art of printing was known to the Chinese as early as the sixth century, but their printing is different from ours. We print from movable types, each of which is one letter, set together so as to form words and lines and pages; and after the printing is done they are distributed, that is, the type is taken to pieces word by word, and each letter put back into its little box. In the Chinese way, which is called block printing, each page is engraved by itself on a block of wood, and cannot be taken apart.

It is not known who first found out how to print from movable types; the Germans say that it was John Gutenberg of Strasburg, but the Dutch say that Laurence Coster of Haarlem was the first to do it.

The invention of printing made it possible for many to buy books who were too poor to purchase those laboriously copied by hand.

The use of printing was brought to England by William Caxton. He translated foreign books into English and printed them. Claucer's Canterbury Tales was also printed by this famous press.

Printing to-day is far different from the press used by Caxton. A wonderful machine is in use which can print fifty miles of paper in an hour.

The fact that is of special interest to us is that printing was invented before the time of Columbus and that in this way people became acquainted with what others were doing. Their spirit of adventure was aroused and this desire to explore new lands hastened the settlement of the New World.

COMPASS.

The compass was used by the Chinese at a very early period. It was brought to Europe by Marco Polo in 1260.

Since this instrument provided a guide when neither sun nor stars were present to show direction, sailors ventured farther than before. Without the use of this instrument Columbut would probably have never made his journey.

Experiment: Magnetize a needle, put it into a bowl of water, and notice the position it takes.

GUNPOWDER.

The invention of gunpowder is ascribed to Michael Schwartz, a monk of Germany, in 1320. To this day the Germans have a euphonious way of intimating that a person is stupid by saying that he did not discover gunpowder.

Most people maintain that gunpowder was known much earlier. It was probably first made by the Chinese. They used it at first only for making a noise for amusement, or for driving away evil spirits; but early in the seventh century they made fireworks with it. Soon after this Arab traders carried news of it to their great city of Bagdad and Arabian chemists found out how to use it in war. The western nations of Europe probably got their knowledge of gunpowder and its use from the Arabs.

The introduction of gunpowder produced many changes in Europe. It revolutionized warfare. The baron was no longer safe in his stone castle. The death knell of feudalism had sounded. For this reason the use of gunpowder is considered the first great modern invention. Cannon were used during the Hundred Years' War but it was not until 1500 that men used guns. In the New World gunpowder made it easier for the white people to overcome the Indians.

VENICE, GENOA AND THE TRADE POINTS.

In the fourteenth century Venice and Genoa were powerful city republics commercial rivals and the richest and busiest towns of Europe. They came into prominence at the time of the Crusades. when they performed transportation services for the Crusaders. They were well paid for this work and were quick to seize the opportunity for trade. This trade did not cease after the Crusades were over but on the contrary these two cities had definite established trade routes to far India and China.

There were three trade routes:

1. From Genoa across the Mediterranean Sea to Constantinople, through the Black and Caspian Seas, and then overland to India.
2. Across the Mediterranean to Antioch, then overland through Damascus and Bagdad, and thence through the Persian Gulf to India.
3. Through the Mediterranean to Egypt, across the Isthmus of Suez, and then through the Red Sea and the Indian Ocean.

These routes were no longer safe after the Turks captured Constantinople in 1453. When finally the new water routes were discovered Venice and Genoa had little profit and soon lost their places as commercial powers.

THE FALL OF CONSTANTINOPLE.

In the fourth century Constantine, Emperor of Rome, made Byzantium on the Bosphorus his capital and changed the name to Constantinople. It became known as the capital of the Eastern Roman Empire. At the time that Peter the Hermit was preaching the idea of the Crusades the citizens of Constantinople also sent petitions for protection against the Mohammedans and through the Crusades the conquest of this city was deferred about three hundred years. Finally in the fifteenth century the Turks became so powerful that they were able to take the city. The year 1453 marks the capture of Constantinople by the Mohammedan race.

The fall of Constantinople is the immediate cause of the discovery of America. The Turks plundered the caravans and prevented the Europeans from landing at the seaports of the Black and Mediterranean Seas. Their pirates attacked the merchant vessels.

The demand for Eastern goods was constantly increasing and men set to work to solve the great commercial problem of finding a new route to India. Many voyages were made, chiefly by the Portuguese in search of a new route to India and the attempts to find either a southwest or a northwest passage led to the exploration of the Atlantic and Pacific Oceans.

GEOGRAPHICAL KNOWLEDGE BEFORE COLUMBUS.

About one quarter of the world that is known to us was considered *the world* by the people of Europe in the fifteenth century. They knew of southern and eastern Asia, northern Africa, a very few of the islands of the sea, and their own continent.

They carried on trade with India, China, Japan and the East Indies. The Europeans exchanged metals, wood, and pitch for silk, precious stones, ivory and spices.

Portugal made the first attempts to find a route around Africa. Columbus, a Genoese, believed he could reach India

by sailing west. Columbus suffered much ridicule for his idea and Portuguese navigators returned many times through fear of the unknown waters.

Portugal and Her Work of Discovery.

The all-water route to India was discovered by Vasco da Gama the year after the Cabots came to America. This opened the way for Portuguese trade in the East after almost seventy years of attempts to find this way. Da Gamma returned with rich spoils and in comparing them with those brought by Columbus, the journey of the former was lauded much more than that of the latter. Da Gama had succeeded in getting what the Spaniards sought.

The Portuguese established trade over this new route and Lisbon became the great distributing center of Europe.

In 1500 Cabral discovered Brazil for the Portuguese. Brazil made herself independent in 1822.

Spanish Epxlorations and Claims.

The explorations of the Spaniards were confined to the southern part of North America, viz., Florida, the Pacific, the Mississippi and Mexico.

Columbus sailed under the flag of Spain and discovered the West Indies and the mainland of South America.

Vespucci another Italian, but also under the flag of Spain, made voyages to South America, and because he wrote of his travels, the Western Hemisphere was named America in honor of him, his Christian name being Amerigo.

De Leon discovered Florida in 1513. He had set sail from Porto Rico in search of the fountain of youth.

Balboa discovered the Pacific in 1513.

Cortez conquered the Aztecs of Mexico and explored the western coast of that country.

Pizarro conquered Peru.

Magellan sailed around the southern part of South America through the Straits of Magellan to the Pacific Ocean in 1520. It was he who named the ocean; Balboa had called it the South Sea. He was killed on the Philippine Islands in a battle with the natives. His men completed the circumnavigation of the globe and returned to Spain in 1523.

De Soto discovered the Mississippi in 1541.

Spain claimed: West Indies, Mexico and Central America, land along the Pacific coast called New Mexico, Florida, all of South America except Brazil. This was in accordance with the Papal bull.

French Explorations and Claims.

The French confined their explorations to the St. Lawrence River, Florida and the Mississippi. They were driven out of Florida by the Spaniards.

Verrazano, an Italian in the service of France, in 1524 cruised along the eastern coast of North America from North Carolina to New England. Many claim that to Verrazano belongs the honor, usually given to Henry Hudson, for discovering the Hudson River and exploring the harbor of New York.

In 1534 Cartier discovered the St. Lawrence and named the city of Montreal.

Marquette and Joliet in 1673 floated down the Wisconsin River to the Mississippi and thence to the mouth of the Arkansas River. They were Jesuit missionaries. They practically rediscovered the Mississippi.

Champlain made a settlement at Quebec in 1608. He explored the region around the Great Lakes and in 1609 discovered Lake Champlain.

La Salle added the Mississippi Valley to French territory in 1682. He discovered the Ohio River and sailed down the Mississipi to its mouth. He took possession of the land for France and named it Louisiana.

France claimed: The St. Lawrence Valley, which was called Canada; Acadia; Louisiana, the land drained by the Mississippi and its branches. This included all the territory from the Alleghanies to the Rockies and from the Great Lakes to the Gulf of Mexico.

English Explorations and Claims.

The English explored the coast at the far north and on the Pacific and on that part of the Atlantic coast then called Virginia.

The Cabots in 1497-1498, though Italians, sailed under the flag of England and discovered the continent of North America, near the Gulf of St. Lawrence. One of them afterwards explored the coast from Nova Scotia to Cape Hatteras.

Frobisher in 1675 and Davis a little later tried to discover a northwest passage to India and cruised about in the seas and straits north of North America, leaving their names on our map but accomplishing nothing.

Sir Humphrey Gilbert in 1583 took possession of Newfoundland for Queen Elizabeth.

Sir Francis Drake sailed round the world 1577-1579.

England claimed: The Atlantic coast from Newfoundland to Florida and westward to the Pacific.

Dutch Explorers and Their Claims.

Henry Hudson in 1609 sailed up the river named after him. The Dutch took possession of the country calling it New Netherlands and founding the city of New Amsterdam on Manhattan Island. The Dutch claimed the country between the Hudson and the Delaware, now called New Jersey, though the English claimed it, too, because of the expeditions by the Cabots.

The Law of Nations as to Claims.

The nations of Europe considered it perfectly proper to take land away from the Indians, for, according to their way of thinking, Christian nations always had the right to conquer heathens and take their possessions.

Two things were necessary to hold land in the New World against the claims of other Christian nations:

1. The right of discovery.
2. Settlement within reasonable time.

Causes of Emigration from European States to America.

1. The love of adventure and the desire for gold.

a. The Spaniards were first in the American field and it chanced that they made discoveries in the region of rich and at the same time weak nations. The stories of Balboa, Ponce de Leon, De Soto, Cortez and Pizarro are striking examples of this spirit of adventure and greed.

b. The various attempts to find a short route to India originated in the desire for wealth. Hudson thought he had found it when he sailed up to what is now Albany. Frobisher tried to find a northwest passage to India and vainly sought gold in Labrador. Freebooting voyages were popular in Elizabeth's time, resulting in the adventures of Drake and the slave trader, Hawkins.

c. The first English colonies were failures because the people had come only for gold and were utterly incapable of coping with the hardships of the new country. The Jamestown colony was saved through the efforts of Captain John Smith. Most of the colonists were gentlemen who were not accustomed to work and it needed Smith's threat of no food before they would chop wood or dig the ground.

d. It was not long before the fur trade and its opportunities for accumulating wealth attracted people. The Dutch colony was at first a trading post. Nearly all the French colonies of Canada were originally the trading posts of the fur trappers.

(Continued on page 158)

HISTORY—7B

(*Continued from the March,* 1921, MONOGRAPHS.)

THE COLONIES AND THEIR GOEVRNMENT.

V. Rhode Island.
VI. Maryland.
VII. Connecticut.
VIII. New Hampshire.

RHODE ISLAND.

Conditions that Led to Settlement.

In 1633 there lived in Salem a pastor named Roger Williams. He held doctrines that were considered dangerous to the commonwealth. He believed that no one should be forced to attend church, that there should be no union between church and state, and worst of all that the king had no right to give away the land that belonged to the Indians. He was ordered to recant and on his refusal to do so was to be sent to England. He escaped, however, and with five of his followers went south to Narragansett Bay and there established Providence Plantation, in 1636.

Purpose of Settlers.

Williams wanted to establish a settlement that should be a shelter for all who were persecuted on account of their religion. Not only Christians, but even Jews and pagans, all were declared welcome. Mrs. Anne Hutchinson, a gifted, earnest woman, who had also been banished from Massachusetts, came to Rhode Island in the spring of 1637 with many followers. They founded the towns of Portsmouth and Newport. Warwick was also settled (1643).

Success of the Colony.

Many people came to these new settlements from Massachusetts, either because they were expelled from that rigid colony or of their own accord. People of all beliefs came to these "hot-beds of anarchy" and Providence and Rhode Island prospered.

Occupations.

The chief occupation was trade, though many lived by farming and fishing.

Relations with England, Government.

In 1663 all the settlements were united into a single colony called "The Rhode Island and Providence Plantations." They received a charter from Charles II giving them the right to elect their own officers and make their own laws.

It was issued by the Parliamentary Committee on the Colonies and was very liberal. The inhabitants along Narragansett Bay were to rule themselves "by such form of civil government as by the voluntary consent of all or the greatest part of them shall be found most serviceable to their estate and condition."

Rhode Island lived under this charter till long after it had become a state.

MARYLAND.

Conditions Leading to Settlement.

George Calvert, the first Lord Baltimore, had been a member of both the London and the Plymouth Companies and had shown great interest in English colonization schemes. He was a Roman Catholic and conceived the idea of making a settlement in the New World where the people of his religion would be free from persecution. He first went to Newfoundland but found the climate too severe. Then in 1629 with forty Catholic colonists he landed at Jamestown, but the Virginians showed no more love for the Catholics than the English had done and the party returned to England. Baltimore now secured a charter from Charles I. "for a tract of country north of the Potomac." The country was named Maryland in honor of Queen Henrietta Maria. Lord Baltimore died before the negotiations were complete and his son Cecil took up the work.

First Settlements.

In November, 1633, Cecil sent his brother Leonard with two hundred colonists, mostly laborers and mechanics, and in the spring of the year following they settled near the mouth of the Potomac. The town was called St. Mary's and, according to the wish of the first Lord Baltimore, religious toleration was established.

Success of the Colony.

The people of Maryland profited by the disastrous example of the colonists of Virginia and wasted little energy trying to be "fine gentlemen" but went to work in earnest to establish for themselves a new home.

The policy of religious toleration drew people of all creeds so that the colony grew rapidly in population and wealth.

Relations With England.

The privileges conferred on Lord Baltimore as "Lord Proprietary" made him and his colony practically independent of England. In token of homage he was to pay yearly to the king two Indian arrows and one-fifth of whatever gold or silver was mined in Maryland. This rent, of course, amounted to nothing, for no precious metals were found in the territory. The laws of the colony were to be similar to those of England but did not need to be sent to England for confirmation. Charles I. gave to Baltimore all royal rights. He could coin money, create courts, appoint judges, pardon criminals and grant titles of nobility.

Occupations.

At first tobacco raising was the chief industry of the colony. Later the wheat crops were abundant and wheat and flour were exported. The city of Baltimore was founded in 1729 and soon became a thriving seaport.

Gradually Maryland became primarily a commercial state.

Government.

Although such great powers had been given to the Lord Proprietor he gave the people a share in the government by summoning an assembly similar to that of Virginia. No taxes could be levied without the consent of the people.

In 1691 Maryland was declared a royal province and Annapolis, a Puritan settlement, was made the capital. In 1715, however, the proprietorship was re-established.

CONNECTICUT.

Beginnings of the Colony.

The Dutch of New Amsterdam claimed the territory to the Connecticut River. This region was desirable on account of the fur trade. Both English and Dutch found trade with the Indians a source of great profit and several settlements were made by the English for the purpose of preventing the Dutch from securing all the trade.

In 1633 the Dutch built a fort on the site of Hartford. In the summer of the same year some Pilgrims sailed up the river. They had the frame of a house on board. When they reached the fort, "a rude earthwork with two guns," the Dutch threatened to fire, but evidently did no harm, for the Pilgrims

set up the house where Windsor now stands.

In 1635 the English built a fort at the mouth of the Connecticut River. It was called Saybrook in honor of two Puritan noblemen, Lord Say and Lord Brooke. This expedition was led by John Winthrop, Jr. He allowed no more Dutch vessels to carry supplies to the traders at Hartford and so this settlement was soon broken up.

The overland route to Connecticut from Massachusetts had been explored by a trader named John Oldham. His favorable reports caused many settlers to leave the Massachusetts colony and to remove to the fertile valley of the Connecticut. "Hereing of ye fame of Conightecute River, they had a hankering mind after it." Though there seems to have been some differences of opinion between these people and the authorities in the "mother colony" still Massachusetts "formally permitted the migration, gave to the colonists a commission, and lent them a cannon and some ammunition."

In 1636 Thomas Hooker, of Newton (Cambridge), moved with practically his whole congregation and founded Hartford and Wethersfield. He did not believe that church and state should be as closely allied as in the Puritan government. His followers were glad to leave the rocky hills around Boston for better homes in the rich valley of the Connecticut.

"They carried their household goods along and drove their cattle before them. As they moved overland through the roadless forests of Massachusetts, they took the first step in that great Western Movement which continued for more than two hundred years and which did not come to an end until the far-off Pacific was reached."—S. E. Forman.

New Haven was settled in 1638 by a company of Puritans from England led by John Davenport, a preacher, and Theophilus Eaton, a London merchant. The neighborhood of New Haven was soon settled with four or five smaller towns that united with New Haven in 1643.

Success of the Colony.

The migration from Massachusetts to Connecticut continued for several years. Good farming profitable fur trade and plenty of fishing were the great inducements.

"The colonists were shrewd in political management, frugal in their expenditures, hard working and ingenious. Education flourished, a severe morality obtained, and religious persecution was unknown. Connecticut was noted among the colonies for its prosperity, independence and enlightenment."—R. G. Thwaites.

Government.

The first colonies were considered a part of Massachusetts but in 1639 the people met at Hartford and agreed to govern themselves according to a written constitution.

"By this constitution the three towns, Windsor, Hartford and Wethersfield, were united into a republic which came to be called Connecticut. This seems to have been the first time in the history of the world that a state was created by a written constitution. In the colony thus founded there was no restriction of suffrage to church members."—John Fiske.

Massachusetts agreed to this constitution and so gave up her claims of sovereignty over them. Thus Connecticut was practically an independent republic.

The New Haven colony set up a "Bible Commonwealth." They believed that men ought to look to the Bible for guidance in all things.

In 1662 Charles II. united the New Haven and Hartford colonies under one charter. The colony was called Connecticut. The charter was liberal and allowed the colony to govern itself according to the plan drawn up by the three towns, Hartford, Windsor and Wethersfield, in 1639.

Connecticut almost lost her charter when Governor Andros was sent by James II. to simplify the government of all the New England colonies in order to bring them more under the control of the crown. The Connecticut assembly refused to give him their charter but hid it in the famous "charter oak." Andros was recalled when William and Mary came to the throne and Connecticut again became an independent colony.

New Hampshire.

Conditions Leading to Settlement.

"The beginnings of New Hampshire were the results of commercial enterprise in England and theological dissensions in Massachusetts."—R. G. Thwaites.

The territory of New Hampshire was part of the grant made to Sir Ferdinando Gorges and Captain John Mason, both members of the Plymouth Company. They hated the Puritans and their ideas of government, but in spite of all they could do their territory became a Puritan colony.

The grant of Gorges and Mason extended from the Merrimac to the Kennebec and was called Maine. The two proprietors however, divided their property in 1635 and Mason received the western part, which he called New Hampshire.

Previous to this division some London fish dealers had established a post at Dover and some of Mrs. Hutchinson's followers had gone north instead of to Rhode Island and had founded Exeter and Hampton. In 1630 a colonizing agent had been sent out with farmers and fishermen who settled at Portsmouth on the Piscataqua. These settlers belonged to the Church of England.

Mason tried hard to control his colony but Puritans from Massachusetts came in in great numbers and at his death Massachusetts annexed the whole territory with the consent of the towns. In 1679 the Mason claim was revived in England and to settle all disputes Charles II. "marked them (the towns) off with the wild country behind them as the royal province of New Hampshire."

THE CAROLINAS.

Conditions Leading to Settlement.

About two years after the settlement of Jamestown a few settlers more adventurous than the rest sought homes in the region of the Carolinas. In 1653 a settlement was made on Albermarle Sound.

Their settlements first directed the attention of England to this section of the country. When Charles II. was restored to the throne he granted the territory of the Carolinas to eight friends whom he wished to reward for their services. The grant was defined as "the territory between Virginia and Florida." A charter was given them with a form of government similar to that of Maryland.

The lords proprietary expected to derive much profit from their colony and their rule was harsh and unpopular. In 1729 the proprietors gave up the rights. Two royal provinces were made out of the territory known as North Carolina and South Carolina.

This division was made because the early settlements were so far apart and were so different in many respects that district governments grew up naturally. Each colony developed in its own distinct way.

The Settlement of North Carolina.

"The first settlers consisted of rough characters for whom life in Virginia was not wild enough, white freed men who could not hope to rise to social equality with the Virginia planters and Quakers and dissenters who fled from Virginia to escape persecution."—John Fiske.

These people settled on small farms widely scattered and as far as government was concerned were left to themselves for nearly a decade.

In 1707 Huguenots from France came to find a new home in North Carolina, and two years later a number of Germans settled there. In 1730 great numbers of Scotch-Irish and Scotch Highlanders came.

The population was composed of small farmers having few or no slaves. In the first fifty years there were no towns to speak of. Tobacco was raised in large quantities and from the forests of yellow pine the people got lumber, tar and turpentine.

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HISTORY—8th YEAR

(Continued from March, 1921)

The Ordinance of 1787.

After the Revolution many States quarrelled about the possession of unsettled territory. Different States laid claim to the same land. For instance, Virginia, New York, Massachusetts and Connecticut claimed the Northwest Territory. This was the land north of the Ohio River and east of the Mississippi. The four States finally yielded their claims to the United States. In 1787 Congress made an ordinance or set of laws for the government of the Northwest Territory. It proved (a) that the territory should be divided into not less than three nor more than five States, (b) there was to be no slavery, (c) religious freedom for all, (d) education was to be encouraged.

Weakness of the Confederation.

At the same time that the committee was appointed to draw up the Declaration of Independence another committee was chosen to draft the Articles of Confederation. Congress adopted the articles in 1777 and then sent them to the States to be ratified. The new government was not to go into operation until the consent of every State had been obtained. Congress did not assemble under the Articles of Confederation until 1781. After the Articles had been in force but a short time their defects became noticeable. Among the weak features were the following:

1. The Confederation was declared to be simply a firm league of friendship. The acts of the Articles of Confederation were not binding upon any State.

2. Congress consisted of but one house, with from two to seven delegates from each State.

3. East State had one vote in Congress.

4. The omission of an Executive Department and a Judicial Department.

5. Congress could not collect taxes, enforce treaties, raise an army or compel the States to accept settlement of disputes.

6. The consent of all the States was required to amend the Articles.

The States quarrelled with each other about boundary lines, trade and commerce.

Constitutional Convention.

The situation became so bad that a convention of the States for the purpose of revising the Articles of Confederation was called. The convention met at the State House, Philadelphia, in 1787. Many plans were suggested. The Virginia Plan was favored by the large States. It proposed to replace the Articles of Confederation by a new constitution. The Constitution was completed after many months spent in disagreements and debates. It was adopted by the convention and then submitted to Congress which sent it to the thirteen States to be ratified. It was to go into effect when ratified by nine states. On April 30, 1789, the Constitution became the law of the land.

The English Constitution.

While the character of the government established by the new constitution was somewhat different from the government of Great Britain, still it had been in many respects modelled after it. Great Britain has no written constitution except ordinary law and precedent. Five documents lie at the foundation of what is called the Unwritten Constitution. They are:

I. Magna Charta—1215.

The early kings of England exercised an almost unlimited power over the lives and property of their subjects. If the

king was a bad man he could inflict endless suffering and injustice on his people. He could imprison a man or put him to death, if he chose, without being questioned by anybody. He was the owner of every acre of land that his barons and knights occupied as vassals, and had the right to take it away from them if they broke their oath of allegiance. King John was one of the worst monarchs that ever occupied the English throne. The barons were so discontented with John's treatment of them that they gathered together a large force of knights, barons and common citizens and marched against him in 1215. The king and the barons met in a green meadow called Runnymede on the Thames River, near London, and John was forced to sign a great charter of rights, the Magna Charta. This famous document may still be seen in the British Museum. It contains the following provisions:

1. Taxes to be levied only with the consent of the Great Council.
2. No free man to be imprisoned, except by the law of the land.
3. Justice to be neither sold, denied or delayed.

This agreement was entered into by the king and all classes of his people. Every English king since that time has been bound by the promise of this charter.

II. Petition of Rights—1628.

The second great document in the history of England is the Petition of Rights. Charles I, like all of the Stuart kings, believed in the Divine right of kings, the belief that the king derived his power from God, and Parliament from the king. Charles called Parliament and demanded money. When they refused, he collected it by illegal methods. In order to obtain money he later signed the Petition of Rights. Some of its provisions were:

1. No man to be compelled to lend money to the king or to pay a tax not levied by Parliament.
2. Soldiers and sailors not to be quartered in people's houses without their consent.
3. No trials by martial law in time of peace.
4. No one to be imprisoned without cause being shown.

Charles ruled without Parliament and disregarded Magna Charta and the Petition of Rights. The trouble brought on Civil War. After a number of battles, Charles was captured. He was accused of treason, tried and executed in 1649. A Commonwealth, something like a republic, was established. Later the government was called a Protectorate, and Oliver Cromwell was the Lord Protector. After the death of Cromwell, Charles II, a son of Charles I, was crowned king in 1660.

III. Habeas Corpus Act.

During the reign of Charles II, because numbers of people were falsely accused of crime and kept in prison without trial, Parliament passed the Habeas Corpus Act. This provided that no subject should be detained in prison except by due process of law. The right of Habeas Corpus was contained in germ in the Greater Charter.

IV. Bill of Rights—1689.

The reign of James II was taken up mainly with the attempt of the king to rule independently of Parliament and law. A secret invitation was sent to his daughter Mary and her husband, William of Orange, to come and rule in his stead. When they landed in England, James fled to France. Parliament declared the throne vacant and elected Mary and William to fill it. They signed the Bill of Rights in 1689. The chief provisions were:

1. The king cannot set aside laws without the consent of Parliament.
2. Taxes cannot be levied nor a standing army kept without the consent of Parliament.
3. Elections must be held without interference.
4. Parliament must be frequently assembled.

V. Act of Settlement.

Later in the reign of William and Mary, by the Act of Settlement, Parliament established a royal line of sovereigns, confined exclusively to Protestants. This established the right of the nation to choose its own ruler. According to the Act, he is dependent for his office and power on the will of the people.

Some of the provisions of the Federal Constitution had their source in the English government. The separation of the government into three clearly defined departments, each independent of the others, and the division of the legislature into two houses are copied from the English system. The first ten amendments constitute our American bill of rights, because of their resemblance to the English Bill of Rights. There were added in order to safeguard the rights of the individual against the encroachment of the federal power.

Important Provisions of the Constitution.

Reasons and purposes of the adoption of the Constitution as stated in the Preamble:

1. To form a more perfect union.
2. To establish justice.
3. To insure domestic tranquility.
4. To provide for the common defense.
5. To promote the general welfare.
6. To secure the blessings of liberty to ourselves and our prosperity.

Three Departments.

The government of the United States is divided into three departments, each performing a special function in carrying on the government.

1. The Legislative Department. This branch of the government makes the laws. It is vested in Congress, which consists of

The Senate—made up of men who represent the States.

The House of Representatives—made up of men who represent the people.

The number of members in the Upper House varies with the number of States. The number of members in the Lower House varies with the population of the States.

2. The Executive Department. This branch of the government executes or enforces the laws. It is vested in the President and Vice-President.
3. The Judicial Department. This branch of the government interprets or explains the laws. It is vested in the Supreme Court and inferior courts.

The Constitution may be amended in either of the following ways:

1. The amendments may be proposed by two-thirds of Congress and ratified by the Legislatures of three-fourths of the States
2. By conventions held in three-fourths of the States.

France and England.

The American Revolution was followed within a few years by another revolution, famous in the world's history.

Louis XVI of France came to the throne at a time when the rights of the people were being asserted. French soldiers, returning from service in our revolutionary war, helped to spread democratic ideas. Up to that time the king and the nobles had governed France, and the people had no concern with the laws, except to obey them. The country was deeply in debt, and the king was forced to call a meeting of the States General, which included the nobles, the clergy and the people, to consider how its difficulties were to be met.

The representatives of the people in the States General soon gained the upper hand. They executed Louis XVI and his queen, Marie Antoinette, killed or drove into exile large numbers of the nobility and established a republic.

Citizen Genet was sent as minister to the United States to ask for the help of our people in the revolution. President Washington resented his acts and he was recalled to France. This increased the bitterness of feeling in political circles here, because Jefferson and his party were anxious to help to establish the French republic.

The leaders of the republic disagreed among themselves, and bloodshed continued during the "reign of terror," until Napoleon Bonaparte, a young artillery officer, restored order in Paris, and the rest of France gradually quieted down.

England, at first, sympathized with the revolution in France. But when France threatened an invasion and began to interfere with English commerce, war was declared.

Napoleon, at the head of the French army, had defeated Austria, Prussia, Italy, Spain and Holland; so England stood alone against most of Europe.

England defeated the French fleet at Cape St. Vincent and the Battle of the Nile; and the Dutch at Camperdown and at the Battle of the Baltic. Then a treaty of peace was signed and fighting stopped for a short while. It was about this time that Napoleon sold Louisiana to the United States. He needed money with which to reopen hostilities.

HISTORY—6A

(Continued from page 148)

DANIEL WEBSTER (1782-1852).

Daniel Webster, American statesman, lawyer and orator, was born in Salisbury, N. H., January 18, 1782. He graduated at Dartmouth in 1801. He now began to study law and was admitted to the bar in 1805. He rapidly won distinction at the bar, although he also became interested in politics. He served two terms as a representative (1813-1817). Webster then removed to Boston and established what was probably the largest and most important practice in the United States. He was now recognized to be in the front rank of constitutional lawyers. On December 22, 1820, he delivered at Plymouth on the anniversary of the landing of the Pilgrims, a remarkable oration. This, and his oration (1825) at the laying of the corner-stone of the Bunker Hill monument, placed him in the first rank of American orators.

In 1822 he was elected to the lower house in Congress. In 1827 he joined the United States senate and served until 1841. In that body Clay, Calhoun and Webster were an extraordinary triumvirate. In 1830 he made his famous two-day speech in the senate in the debate with Mr. Hayne of South Carolina on the right of "nullification." His argument convinced the majority of people and led to a proper interpretation of that idea. In 1840 Webster was appointed Secretary of State under Harrison and negotiated the Webster-Ashburton Treaty which fixed the boundary of the Oregon territory. In 1845 he again served as senator from Massachusetts. During the discussion over the admission of California in 1850 Webster made another great speech (March 7) which was influential in bringing about the famous compromise measure of 1850. Webster died on October 24, 1852. To Webster we owe it especially that he convinced the Supreme Court and the people of the United States that the Federal government was a Union and that it had all powers necessary to its maintenance and preservation. The establishment of Webster's principles saved the Union from dissolution.

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HISTORY—4B

(Continued from page 142)

Westminster, he was soon sought out by the nobles who had met him at Bruges. One of those who went to see him working at his new trade was Earl Rivers, brother-in-law of the king. The earl had translated a French book into English, and this was the first work that Caxton printed in England.

It was called "The Dictes and Sayings of the Philosophers," and appeared in the year 1477. For fourteen years until his death in 1491, Caxton went on printing at Westminster, and during that time ninety-nine books were produced at the sign of the Red Pole: stories and poems, fables, service-books and sermons.

Other printers followed Caxton's example and books soon became numerous and much cheaper. Many people now began to learn to read, who would never have thought of doing so; and the new invention was the means of bringing knowledge and happiness to thousands.

Caxton besides being a printer was a translator; twenty of the books which he printed were translations—some of them by himself. He thus did double service for the English people.

Before books were printed people in different parts of the country spoke so differently that it was almost as if there were no one English language, but each district had a language of its own. The people of one county could hardly make themselves understood by the people of another. When we remember that, even now, a Yorkshire peasant can scarcely understand a man of Devon, we can imagine how much worse the case was in those days when books were few and traveling was difficult.

HISTORY—5B

(Continued from page 146)

Livingston, to draft a Declaration of Independence. As Jefferson was the chairman of the committee, the duty of writing the declaration was given to him. The famous paper was formally adopted in Independence Hall, Philadelphia, July 4, 1776.

The Declaration consisted of five parts—(1) *The Preamble.* (Reasons for publishing the Declaration.) "When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation."

(2) *A Definition of Liberty.* (a) All men are created equal; (b) that they are endowed by their Creator with certain inalienable rights; (c) that among these are life liberty, and the pursuit of happiness.

(3) Statement of the Causes of the Revolution (27 causes mentioned)—The important ones are: (a) For quartering large bodies of armed troops among us; (b) for protecting them by a mock trial, from punishment for any murders which they should commit on the inhabitants of these States (Boston massacre); (c) for cutting off our trade with all parts of the world (Navigation Acts); (d) for imposing taxes on us without our consent (Stamp Act and Townshend Act); (e) for transporting us beyond seas, to be tried for pretended offenses; (f) for abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries, so as to render at once an example and fit instrument for introducing the same absolute rule into these colonies (Massachusetts—Boston Port Bill).

(4) Declaration of Independence—We, therefore, the representatives of the United States of America . . . do, in the name and by the authority of the good people of these colonies, solemnly publish and declare that these united colonies, are and of right ought to be free and independent states. . . . And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes and our sacred honor.

(5) The Signatures—John Hancock, as President of the Continental Congress, signed first. Then each member of the Congress signed his name. Some of the 56 signers are: John Adams, Samuel Adams (Massachusetts), Phillip Livingston (New York), Benjamin Franklin, Robert Morris (Pennsylvania), Thomas Jefferson, Richard Henry Lee (Virginia).

HISTORY—7A

(Continued from page 152)

2. Religious persecutions in the mother countries.

a. The settlements made at Plymouth, Boston and Salem were made by Englishmen who were persecuted because they would not conform to the doctrines of the established church of England. The Puritans wanted to purify the church. Some of them went further and decided to leave the church and establish one of their own. These were called Separatists. The Pilgrims of Plymouth were Separatists. Boston and Salem were settled by Puritans. It is wrong to say that these people believed in *religious freedom.* Witness the driving out of Riger Williams and Mrs. Hutchinson. Here again religious difference caused the settlement of a new colony.

b. There was in England another class of people who suffered like the Puritans. These were the Catholics. In 1634, under Lord Baltimore they made a settlement in Maryland. Unlike the colonies of Massachusetts, religious toleration was granted to all in Maryland.

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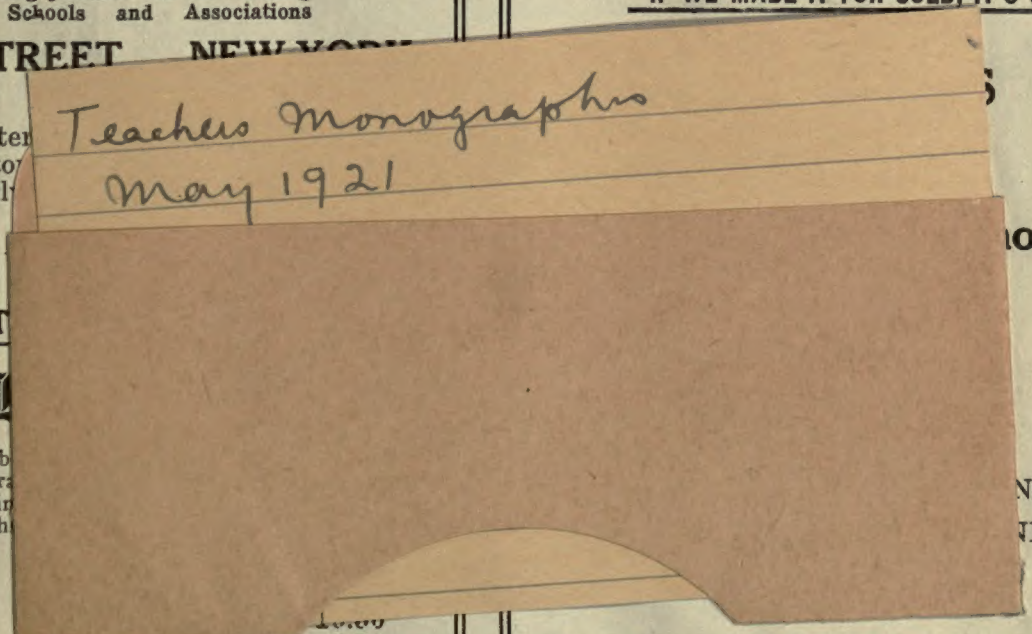

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